TYPE 2

CHARTER SCHOOL APPLICATION

The New Orleans Military/Maritime Academy

AUGUST 24, 2010

Executive Summary

Mission: The mission of the New Orleans Military/Maritime Academy (hereinafter the "Military/Maritime Academy") is to educate high school students, no matter their background or previous school experience, to fully achieve their personal and academic potential through the acquisition of core knowledge and the skills of analysis, problem-solving, communication, and global responsibility.

The Military/Maritime Academy will provide an educational environment based on a model of self discipline that fosters positive behavioral attitudes, builds self- esteem, instills personal responsibility, creates accountability, and teaches ethical decision making. The academy will provide a safe and effective learning institution, providing a learning environment that is conducive to the educational and overall well being of students.

The academy will engage student cadets in learning experiences and activities that will enable them to exceed Louisiana state academic goals and tests and to prepare them for post secondary education The academy will develop and improve student cadet skills in the areas of leadership, citizenship, character development, self discipline, communication, group dynamics, team building, and other related areas The academy will structure the educational experience in order that student cadets gain the ability to think logically and to communicate effectively.

Academic Philosophy The Military/Maritime Academy believes that the purpose of education is primarily the development of skills, concepts, knowledge, processes, and attitudes necessary for students to become responsible, productive citizens The Military/Maritime Academy also recognizes the characteristics that are unique to each individual and will provide a process for development and expression of each student's innate potential and talents.

A standards-based managed curriculum model shall be used to ensure that Graduates have had the learning experiences necessary to develop the skills, concepts, knowledge, processes and attitudes that are essential to success in higher education and in the work place.

A standards-based curriculum model is based on the following:

- All students are capable of achieving at higher levels in learning core academic knowledge provided by formal schooling
- Schools, in partnership with parents and the community, have the responsibility of controlling the conditions of success.
- Schools can maximize the learning environment for all students through explicit and clear objectives, high expectations for all students, and a continuous, balanced assessment of student learning.

- The instructional process can be adapted to improve learning
- Successful student learning must be based on providing meaningful experiences to insure maximum student achievement.

The Military/Maritime Academy's Junior Reserve Officer's Training Program (JROTC) Academy will provide a unique learning opportunity for highly motivated students who desire a distinctive educational experience. Established by the National Defense Act of 1916 and expanded in by Congress in 1964, the JROTC program operates within a disciplined military framework to train student cadets in leadership and motivational skills that will serve them during their school years as well as throughout their lives.

The Military/Maritime Academy seeks to replicate (with regional and cultural adaptations and even greater academic success) the successful model of the Noble Street Charter School in Chicago, IL Appendix A is an Information Paper (with enclosures) that addresses the academic success of the Noble Street Charter School

Finally, by using the strategic framework offered by the CHARACTER COUNTS!® coalition, students will receive explicit instruction in the area of moral literacy; i e , character development, values, ethics and ethical decision-making; and be immersed in a school community that embodies these values Appendix B contains statistics relative to the success of CHARACTER COUNTS!® in school systems throughout the country. An overview of the CHARACTER COUNTS!® organization and framework can be found at www charactercounts org.

Students who chose the Military/Maritime will be privileged to study in a focused, college preparatory environment guided by a team of teachers and retired military instructors who bring unparalleled experience to the classroom. The expectation of the Academy is that cadets will develop their minds in an atmosphere where active learning stimulates curiosity. The Military/Maritime Academy will provide the structure and personal motivation needed by youth to succeed in our changing world.

Core Values About Teaching and Learning: Shared beliefs of all stakeholders are

- The best possible education is the birthright of every individual,
- All students can learn, and every student should be challenged to reach his or her full potential,
- Parents should be actively engaged partners in their student's academic learning;
- Academic placement and instruction should correspond to the individual's proficiency, but instruction in and attainment of grade level expectations for all students is a moral imperative of the school;

- Students functioning below grade-level should receive remedial instruction to catapult them forward;
- Students functioning above grade level should be allowed to accelerate through the curriculum,
- Character education is the primary obligation of families, but schools share this responsibility;
- Schools should offer explicit instruction in character development and ethical decision-making;
- Schools must establish a positive moral ethos and provide an environment of high ethical standards and respect that is integrated into all aspects of school life;
- Adults must serve as consistent models of moral leadership;
- Nurture of the whole student through the arts, athletics, and community service is vital to academic, social, and civic accomplishment;
- Substantial and direct involvement of all stakeholders (students, teachers, parents, support staff, and community) is essential in the development and realization of the school vision

School Structure and Leadership Team: The Military/Maritime Academy shall be governed by a three to seven member board of directors. The Board of Directors will be composed of civic or educational leaders from the greater New Orleans community The membership of this board will be composed of a rich cross-section of the community, with each member bringing a needed and valued skill-set and perspective to school governance Broadly speaking, the responsibilities of the Board of Directors are as follows.

- Formulation and supervision of overall school policy,
- Formulation of long-term and annual goals;
- Approval of and supervision of the execution of the school's annual operations budget,
- Support the school's mission and purposes;
- Select the School Leadership Team and assess its performance;
- Ensure effective organizational planning and sound broad policy,
- Ensure adequate resources,
- Oversee the management of school resources by the Leadership Team;
- Enhance the school's public standing ;
- Ensure legal and ethical integrity and maintain accountability;
- Recruit and orient new board members and assess board performance; and
- Large-scale fund-raising.

The make up of the Military/Maritime Academy Leadership Team shall exhibit a solid balance of educational and military experiences and excellence. The Leadership Team must articulate and demonstrate a vision of integration of military practices into the high school environment. The Commandant reports directly to the Board of Directors and is the Board's principal advisor on all military and academic matters. The Commandant is charged with total implementation of the military academy program to include complete coordination all Department of Defense elements. The Commandant will supervise the Principal in the performance of his duties. The Principal reports directly to the Commandant and is responsible for coordinating and directing all daily academic and extracurricular activities of the academy The leaders will work cooperatively to ensure the requisite balance and integration of these two essential programmatic components to fulfill the school's mission and vision. The Assistant Principal and JROTC Officer are the chief deputies of the academy leaders, and are likewise charged with the balance and integration of the military, character education, academic, and extracurricular components

Short and Long-Term Goals: The Military/Maritime Academy's short term goal is to open school in the fall of 2010 with an enrollment of approximately 100 ninth graders. All pieces of the instructional model will be in place, on a small scale, for these students who will become the graduating class of 2015 Depending upon the status of the renovation of the designated school buildings on board the Federal City, these students may be housed in an alternative site provided by the Recovery School District These students will be offered the curriculum (academics, military discipline and procedures, ethics) outlined in Section three of this application. Student progress will be evaluated and assessed in accordance with guidelines delineated in Section 3. Each year the school will add a ninth-grade class and grow by one-grade level, approximately 100 students each year. Staff and activities will grow proportionately. Short-term (within the first four years) academic goals are:

- 80% of freshmen will be on track to graduate,
- 50% of juniors will meet or exceed state standards,
- 80% of all student cadets will graduate within five years of entry,
- 80% of graduates will enroll in post secondary education (full or part time), and
- The Academy will post a 90% annual attendance rate.

Long-term (year five and beyond) academic goals are.

- 80% of freshmen will be on track to graduate,
- 70% of juniors (who have been with the school since ninth grade) will meet or exceed state standards,
- 95% of all student cadets will graduate within five years of entry,
- 85% of graduates will enroll in post secondary education (full or part time), and
- The Academy will post a 95% or better annual attendance rate.

Operationally, from day one, the Military/Maritime Academy will exhibit sound fiscal practices and posture. The school will expand in size and scope systematically and incrementally each year, so as to ensure funding, facilities, equipment, programs, and personnel are not over-extended or of poor quality; and that adequate planning and preparation has been accomplished prior to each expansion The long-term operational objectives of the school are a modern, well-maintained facility; modern equipment and superb technology; a sustained record of sound fiscal management, a track record of superb operational support of programmatic elements, and the establishment of an endowment to ensure future fiscal solvency and modernization and refurbishment as the school becomes an older and established educational institution.

Effectiveness of the School Model in Improving Student Achievement and Appropriateness for all Students in the Target Population:
All ninth grade Students of the Military/Maritime Academy will be enrolled in the *LA Core 4 Curriculum.* The *LA Core 4 Curriculum* was one of the recommendations of the members of the High School Redesign Commissioners and was adopted by the Board of Elementary and Secondary Education (BESE) in 2007. It is designed to graduate students from our high schools that are more prepared to be successful in the real world. The *LA Core 4 Curriculum* addresses the goal of producing students that are both career and college ready. This curriculum is a more rigorous set of course requirements Students will have to pass four academic subjects in each of the following areas: English, Math, Science, and Social Studies. Only after their second year in high school will students be given the option to opt out of the *LA Core 4 Curriculum* with parental permission. Students who opt out will be able to receive a regular high school diploma. Based on research and intensive study of best practices, BESE adopted the *LA Core 4 Curriculum* in order to specifically add rigor and relevance to high school studies. In implementing both the *LA Core 4* college preparatory curriculum and the school-to-work curriculum, the school will utilize the *Louisiana Comprehensive Curriculum* which is aligned to state content standards (as defined by grade-level expectations) and organized into coherent, time-bound units. The *Louisiana Comprehensive Curriculum* content and suggested activities are likewise grounded in research-based strategies and documented best practices.

The balance and integration of the three educational components offered at the Military/Maritime Academy (academic, social, and character education) will provide a unique learning opportunity for highly motivated students who desire a distinctive high school educational experience. The Military/Maritime Academy will afford the structure and environment to foster academic success and the personal motivation and skills needed by our youth to succeed in our changing world.

Mission and Vision

Mission: The mission of the Military/Maritime Academy is to educate high school students, no matter their background or previous school experience, to fully achieve their personal and academic potential through the acquisition of core knowledge and the skills of analysis, problem-solving, communication, and global responsibility

The Military/Maritime Academy will provide an educational environment based on a model of self discipline that fosters positive behavioral attitudes, builds self- esteem, instills personal responsibility, creates accountability, and teaches ethical decision making The academy will provide a safe and effective learning institution, providing a learning environment that is conducive to the educational and overall well-being of students.

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Vision: Our vision is to become a renowned educational institution wherein young women and men are challenged and nurtured by a rigorous, college preparatory or education-to-career curricula; both of which are designed to assure student learning, student progress, and student achievement resulting in exceptional post-secondary qualifications The qualities of self-discipline and intrinsic motivation to excel will be instilled through a superior Junior Reserve Officers' Training Program. The process of ethical decision making will be inculcated through an explicit character education program.

Philosophy. The Military/Maritime Academy believes that the purpose of education is primarily the development of skills, concepts, knowledge, processes, and attitudes necessary for students to become responsible, productive citizens. We believe that our students have a right to receive a quality education, to learn in a safe. protected, and disciplined environment, and they should be encouraged by the academy, the parents and the community to manifest their dreams through self-actualization.

We believe that the educational institution should foster academic and personal excellence, develop the ideals of respect, integrity and fairness; and embrace community participation within a safe school environment. Shared beliefs of all stakeholders are

- The best possible education is the birthright of every individual;
- All students can learn, and every student should be challenged to reach his or her full potential;
- Parents should be actively engaged partners in their student's academic learning;
- Academic placement and instruction should correspond to the individual's proficiency, but instruction in and attainment of grade level expectations for all students is a moral imperative of the school,
- Students functioning below grade-level should receive remedial instruction to catapult them forward,
- Students functioning above grade level should be allowed to accelerate through the curriculum,
- Character education is the primary obligation of families, but schools share this responsibility;
- Schools should offer explicit instruction in character development and ethical decision-making;
- Schools must establish a positive moral ethos and provide an environment of high ethical standards and respect that is integrated into all aspects of school life,
- Adults must serve as consistent models of moral leadership;
- Nurture of the whole student through the arts, athletics, and community service is vital to academic, social, and civic accomplishment,
- Substantial and direct involvement of all stakeholders (students, teachers, parents, support staff, and community) is essential in the development and realization of the school vision.

The JROTC component is elemental to the realization of the school vision. The JROTC mission is "To motivate young people to become better citizens," which is accomplished through.

- promoting citizenship,
- developing leadership,
- communicating effectively,
- strengthening self-esteem,
- providing the incentive to live drug free.
- improving physical fitness,
- promoting graduation from high school, and
- working as team members

Established by the National Defense Act of 1916 and expanded in by Congress in 1964, the JROTC program operates within a military framework to train student cadets in leadership and motivational skills that will serve them during their school years as well as throughout their lives.

The CHARACTER COUNTS!® constituent is likewise integral to fulfillment of the mission and attainment of the organization's vision· The seminal manifesto of the CHARACTER COUNTS!® framework for the teaching of morality and ethics states, "The character and conduct of our youth reflect the character and conduct of society, therefore, every adult has the responsibility to teach and model the core ethical values, and every social institution has the responsibility to promote the development of good character " (The Aspen Declaration, 1992)

Target Population· The Military/Maritime Academy will target high school students in the greater New Orleans area, to include students who reside in Orleans, Jefferson, Plaquemines, and St. Bernard Parishes.

The Military/Maritime Academy is designed to be "on par" with other successful college preparatory schools in the area and should thus be a viable choice for all area students, both those who will pursue post-secondary education and those who will choose the education-to-career track. Students who are accepted into the academy will have successfully completed the eighth by meeting minimal state standards and demonstrating basic skills in reading, communication, and mathematics.

Due to the extra standards imposed upon students at the Military/Maritime Academy (JROTC drill, code of conduct, character education), and the "school of choice" descriptor conjoined with charter school philosophy, it is expected that students who apply will have the desire and motivation to be challenged academically and succeed in the Corps of Cadets The academy, parents/guardians, and the student cadet will sign a compliance contract which explicitly states that attendance at the Military/Maritime Academy is voluntary, but that enrolled students must participate in the JROTC program Failure to satisfactorily participate in JROTC will result in ineligibility to attend the school

The Superintendent of the Louisiana Recovery School District, Mr. Paul Vallas, was the Superintendent of Chicago Public Schools when the Noble Street School was established He was influential in the conceptual and actualization stages of development, and thus he and his staff are committed to the establishment of the Military/Maritime Academy and wholeheartedly supportive of its success in order that students in the greater New Orleans area, so long deprived of sufficient quality public education choice, can avail themselves of the proven efficacy of this model.

The Military/Maritime Academy will initially partner with the Recovery School District (RSD) for provision of several essential student services (Food service, transportation services, provision of homeless liaison, security and safety) and alternative schooling for expelled students Additionally, the Military/Maritime Academy will petition the Louisiana High School Athletic

Association (LHSAA), and if allowed by the LHSAA, Military/Maritime student cadets will be allowed to participate in intra-scholastic athletics as members of O Perry Walker High School (LHSAA Class 4A) teams. (A Memorandum of Agreement with the RSD is appended, Appendix C.)

The Military/Maritime Academy will, also, partner with Belle Chasse Academy, a kindergarten through eighth grade Type 2 charter school, which serves 900 students, 95% of which are military dependent students. Belle Chasse Academy will serve as a primary feeder school to the Military/Maritime Academy, and will offer partnership in the following areas: Response to Intervention (RtI) implementation, pupil appraisal services, joint professional development, shared electives instructors, and joint extracurricular activity participation. Memorandum of Agreement with Belle Chasse Academy is appended, Appendix D)

Enrollment Projection Chart:

Name of School: Military/Maritime Academy, Type 2 Charter School

Grade Level	**Year**	**Year**	**Year**	**Year**	**Year 5**
Pre-K	0	0	0	0	0
K	0	0	0	0	0
1st	0	0	0	0	0
2nd	0	0	0	0	0
3rd	0	0	0	0	0
4th	0	0	0	0	0
5th	0	0	0	0	0
6th	0	0	0	0	0
7th	0	0	0	0	0
8th	0	0	0	0	0
9th	100	100	100	100	100
10th	0	100	100	100	100
11th	0	0	100	100	100
12th	0	0	0	100	
Total	**100**	**200**	**300**	**400**	**400**

Educational Philosophy, Curriculum, and Instruction

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The CHARACTER COUNTS!® constituent is likewise integral to fulfillment of the mission and attainment of the organization's vision: The seminal manifesto of the CHARACTER COUNTS!® framework for the teaching of morality and ethics states, "The character and conduct of our youth reflect the character and conduct of society; therefore, every adult has the responsibility to teach and model the core ethical values, and every social institution has the responsibility to promote the development of good character" (The Aspen Declaration, 1992.). CHARACTER COUNTS!® provides a framework for the explicit teaching, enforcement, advocacy, and modeling of good character and ethical decision making.

The mission of the Military/Maritime Academy is to educate high school students, no matter their background or previous school experience, to fully achieve their personal and academic potential through the acquisition of core knowledge and the skills of analysis, problem-solving, communication, and global responsibility.

Additionally, the mission of the Military/Maritime Academy is to provide an educational environment based on a model of self discipline that fosters positive behavioral attitudes, builds self- esteem, instills personal responsibility, creates accountability, and teaches ethical decision making.

The balance and integration of the three educational components offered at the Military/Maritime Academy (academic, social, and moral instruction) will provide a synergistic and unique learning opportunity for highly motivated students who desire a distinctive high school educational experience The Military/Maritime Academy will afford the structure and environment to foster academic success and the personal motivation and skills needed by our youth to succeed in our changing world

The Military/Maritime Academy will use an "alternating block schedule." Students will have an "A-Day, B-Day' schedule, with students taking five classes on A days and the five classes on B days

The founders believe that this schedule will help the students to better develop skills in math, world languages, music and other subjects, officials said

A regular block schedule often creates learning gaps ranging from four to 16 months, including summer breaks because the school year is divided into two semesters. The Military/Maritime Academy believes that the "alternating block schedule" will seal the learning gaps inherent in a traditional block schedule, while maintaining the benefits of extended periods (82 minute blocks) of learning time The school will use an alternating "A-Day, B-Day" schedule Students will take four core classes on "A" and "B" days. The fifth course will be JROTC (physical education inclusive) and the student's elective, alternating "A-Day" and " B-Day." Each school day will also allow 30 minutes for students to seek help in particular subjects if needed.

The revised block schedule is based on how high school schedules are set up in the Fairfax County School District in Virginia. Fairfax, located just west of Washington, D.C., is considered one of the premier school districts in that nation and has used the alternating block schedule for 11 years.

In embracing and recruiting a diverse student body, the founders recognize that the school will teach learners across the spectrum of intellectual ability and talents. In keeping with the core educational values previously articulated in the "Executive Summary" and this section, the Military/Maritime Academy will implement research-based educational strategies to ensure the rigor, relevance, and effectiveness of the curriculum. The Military/Maritime Academy will incorporate and rely upon the following research-based practices in the design and delivery of instruction:

- Deep Curriculum Alignment,
- Meaningful Engaged Learning (MEL)—the North Central Regional Educational Laboratory (NCREL) model;
- Response to Intervention (RtI);
- Job Imbedded Professional Development;
- Positive Behavioral Interventions and Support (PBIS); and
- Family Involvement in Education.

Each of these strategic models is discussed in detail below, and examples of proposed activities are provided. Even without closer examination, however, the broad elements of each approach are discernable by the nomenclature. Each of the strategies are appropriate for all students and will lead to higher levels of academic achievement for the "whole school" population, with specific applicability and effectiveness for students in need of remediation and otherwise "at risk" as well as "special populations" students (Special Education, 504 accommodations, English Language Learners). Research on

all of these strategies has been conducted in heterogeneous environments—spanning regular education classes, remedial classes, and special education classes. These scientifically researched instructional models will address and enhance every student achievement level, regardless of age or exceptionality. (References cited in this section of the application to support the efficacy of these strategies as research-based methods of effective teaching are appended to this document)

Meaningful Engaged Learning Model [MEL] from the North Central Educational Laboratory (NCREL). Current research supports the role of learning as important to student achievement. Students learn when they are motivated and highly involved in meaningful tasks. Researchers at NCREL developed indicators of MEL

- Students are responsible for and energized by learning;
- Learning tasks are challenging, authentic, and integrative,
- Assessment tasks are performance based and aligned with curriculum and instruction. Equitable standards are employed to evaluate performance,
- Instruction encourages learners to construct and produce knowledge in meaningful ways; and
- The role of the teacher is that of facilitator and guide.

In other words, students explore the physical and metaphysical world in order to discover concepts and apply concepts and skills They are producers of knowledge as they integrate what they have learned. Examples of proposed specific activities of the Military/Maritime Academy that will contribute to student engagement are·

- SMARTBoard© (or similar technology) usage in classes,
- Cross-curricular units of study;
- Problem Based Learning and Project Based Learning (PBL) units of study;
- Portfolio development by all students and thrice yearly student/teacher portfolio conferences, and

Deep Curriculum Alignment English (1992) considers curriculum alignment a process that improves the agreement between the written, the taught, and the tested Much research supports the concept that alignment of instruction and

assessment is crucial to success in improving instruction and student achievement In a 1999 comparative study commissioned by the US Department of Education of nine high-performing, high-poverty urban elementary schools, curriculum alignment was among the strategies used to improve student academic achievement. Teachers and administrators worked together to understand precisely what student were expected to know and produce. Teachers and administrators then planned instruction to ensure that students would have an excellent chance to learn what was expected. Studies across all sub-groups of students have found that students succeed when teaching is guided by assessed standards and by continuous refinement of the ways to teach these standards Curricular alignment activities as the Military/Maritime Academy will include the following·

- Curriculum mapping by all teachers annually to correlate instructional activities with Louisiana scope and sequence;
- Development of grade-level, school wide academic vocabulary lists and teaching of same;
- Daily grade-level collaboration among teachers; and
- Vertical collaboration among teachers

Job Imbedded Professional Development Professional development that is conducted during the hours of an educator's work day is described as "job-embedded professional development " This concept is derived from recent research which concludes that in order for professional development to be truly effective, it should be integrated into the established teaching schedule. The Military/Maritime Academy will rely heavily on the employment of external consultants, or "coaches," to assist teaches in the efficacious delivery of instruction Specific curricular components for which the school will employ external consultants include DI, PBL, Literacy Centers, SMARTBoard© usage, social studies unit development, and Response to Intervention

Response to Intervention (RtI) RtI can be defined as the change in behavior or performance as a function of intervention (Graham, 1991). The IDEA of 2004 encourages educators to use RtI as a substitute for, or supplement to, a discrepancy model in indentifying students with learning disabilities. Although there is no universal model, RtI is generally understood to include multiple tiers that provide a sequence of programs and services for students showing academic difficulties. Tier 1 is to provide high-quality instruction and behavioral supports in the regular classroom Tier 2 provides more specialized instruction for students whose performance and progress lags behind peers. Tier 3 provides a multi-disciplinary evaluation to determine if the student is eligible for special education and/or related services Planned RtI activities at the Military/Maritime Academy include

- Extensive workshop and job-imbedded staff development on RtI by such agencies as the *Center for Development & Learning* (An agency description is appended at the end of this application),

- Application of individual interventions and strategies by classroom teachers;

- Extended time remediation;

- Extended day remediation, and

- A "language arts" acquisition program targeting sixth graders (i e., two instructional periods for language arts, with one focusing intensively on the acquirement of the coherent analytical and writing skills needed for success in high school and college)

Family Involvement in Students' Education. Thirty years of research confirms that family involvement is a powerful influence on students' achievement in school. When families are involved in their student's education, students earn higher grades and receive higher scores on tests, attend school more regularly, complete more homework, demonstrate more positive attitudes and behaviors, graduate from high school at higher rates, and are more likely to enroll in higher education than students with less involved families. Increasing family involvement in the education of their students is an important strategy for schools, particularly those serving low-income and other students at risk of failure

While exact family involvement activities will be determined by the administrative staff and faculty of the Military/Maritime Academy, the founders envision family participation in many school events, such as, Family Day (and Night) thematic activities, volunteerism in the classroom, and active participation in the school Parent-Teacher organization The school will facilitate communication through its website, newsletters, telephone-trees, and monthly morning-coffees with the administration. Parents will serve on the committees that deal with student behavior, pupil progression, school improvement, and the school's Title I plan. Additionally, a parent ombudsman will be elected yearly to serve as a conduit of information and concerns between the administration and parents

Positive Behavioral Interventions and Supports (PBIS). School wide PBIS is a positive systems-based approach that promotes safe and orderly schools. Researchers at the University of Oregon have extensively field-tested and researched the efficacy of PBIS approaches in reducing school behavior problems and promoting a positive school climate. PBIS is a multiple system approach to addressing the problems posed by antisocial students and

coping with challenging forms of student behavior The key practices of PBIS are

- Clear definitions of expected appropriate, positive behaviors are provided for students and staff members,

- Clear definitions of problem behaviors and their consequences are defined for students and staff members,

- Regularly scheduled instruction and assistance in desired positive social behaviors is provided that enables students to acquire the necessary skills for the desired behavior change,

- Effective incentives and motivational systems are provided to encourage students to behave differently,

- Staff commits to staying with the intervention over the long term and to monitor, support, coach. debrief, and provide booster lessons for students as necessary to maintain the achieved gains;

- Staff receives training, feedback and coaching about effective implementation of the systems, and,

- Systems for measuring and monitoring the intervention's effectiveness are established and carried out.

While research conclusions are mixed regarding the correlation between class size and student achievement, founders of the Military/Maritime Academy believe that teacher rapport and relationships with individual students are invaluable tools in fostering student success. To facilitate the student/teacher connection, and to ensure that each student receives individual attention and the most effective instruction, general education class size at the Military/Maritime Academy will reach maximum capacity at 25 students

Academically, the school will follow the *LA Core 4 Curriculum* and the *Louisiana Comprehensive Curriculum*. The former will introduce rigor and relevance to the studies of high school students The latter provides the standards and expectation for learning along with framework for the teaching of core knowledge and problem solving skills The *Louisiana Comprehensive Curriculum* is aligned to state content standards (as defined by grade-level expectations) and organized into coherent, time-bound units. The *Louisiana Comprehensive Curriculum* content and suggested activities are grounded in research-based strategies and documented best practices. Originally published in April 2005, the latest revisions to the Comprehensive Curriculum

were released in 2008 Revisions were based on teacher feedback, content experts external to the state, and input from course writers.

As stated in a 2006 Louisiana Department of Education document, "The purpose of the Comprehensive Curriculum is to align content, instruction, and assessment. Research has shown that when these are aligned, students' achievement increases. the use of the Comprehensive Curriculum provides uniformity in content taught across the state in English Language Arts. Mathematics, Science, and Social Studies " A significant contribution to the research behind the development and implementation of the Comprehensive Curriculum was a comprehensive study by Reginald Clark (2002. He stated his findings as· "Results of the analysis revealed that 51 percent of the variation in students test scores was accounted for by school process factors and family process factors. Findings suggest that the factors that matter most for student achievement on standardized tests are teacher instructional actions; teacher expectations for students, students' total weekly out-of-school time in high-yield activities, activity quality, parental standards, beliefs, and expectations; and teacher-parent communication actions."

At the Military/Maritime Academy, we believe that through adoption of the *Louisiana Comprehensive Curriculum*, the academy can control the school process factors to ensure quality teacher instructional practices and differentiated, rigorous, high-yield activities In keeping with the JROTC model of instruction, an instructional framework is incorporated into daily instruction The instructional frame work consists of. Power Up, Overview, Content Focus, Guided Practice, Independent Practice, Closure, Review, Monitoring, and Feedback. The other process factors are addressed in our shareholder statement of beliefs and school culture. As the Military/Maritime Academy will be a school of choice for both teachers and parents, high teacher expectations, high parental standards and beliefs, and strong teacher-parent communication will be the standard.
The Military/Maritime Academy seeks to replicate (with regional and cultural adaptations) the successful model of the Noble Street Charter School in Chicago, IL. Appendix A is an Information Paper (with enclosures) that addresses the academic success of the Noble Street Charter School. In addition, the military component of the Military/Maritime Academy academic calendar seeks to instill a value of citizenship, service to the United States, personal responsibility, and a sense of accomplishment It does not seek any particular commitment to the military

Finally, the efficacy of utilizing the CHARACTER COUNTS!® framework to explicitly instruct and model sound moral character and ethical decision making is substantiated in numerous surveys and studies across the nation

Courses and Graduation Requirements. The Federal City Military/Maritime Academy cadets will follow a college preparatory program that will enable cadets to achieve a total of 24 credits thereby qualifying to receive a high school diploma. Beginning with incoming freshmen in 2010, all ninth graders will be enrolled in the *Louisiana Core 4 Curriculum* For incoming freshmen in 2010 and beyond, the 24 units required for graduation shall include 21 required units and 3 elective units. Incoming freshmen in 2010 and beyond can complete an academic area of concentration by completing the course requirements for the *LA Core 4 Curriculum* These units will include the following:

- <u>English</u>
  - English I
  - English II
  - English III
  - English IV
  - *Cadets will be required to take four units of English.*
- <u>Mathematics</u>
  - Algebra I (1 unit) or Algebra 1 (pt 2)
  - Geometry
  - Algebra II
  - Advanced Math I, Advanced Math II, Pre Calculus, Calculus,
  - Probability and Statistics, or Discrete Math
  - *Cadets will be required to take four units of mathematics.*
- <u>Science</u>
  - Biology
  - Chemistry
  - 1 unit Biology II, Chemistry II, Physics or Physics II
  - 1 Additional Science
  - *Cadets will be required to take four units of science.*
- <u>Social Science</u>
  - 1/2 unit Civics or AP American Government
  - 1/2 unit Free Enterprise
  - American History
  - 1 unit World History, World Geography. Western Civilization,
  - Or AP European History
  - 1 additional Social Science
  - *Cadets will be required to take four units of social science.*
- Foreign Language (a two-credit requirement in the same language)
  - Course 1
  - Course 2
- <u>Fine Arts</u> (a one credit requirement)
  - Fine arts, Art. Dance, Music, Theater, Applied Arts

- Physical Education & Health Education (a two credit requirement satisfied by JROTC)
- JROTC (a four year requirement)
  - JROTC I/Health
  - JROTC II/Driver's Education
  - JROTC III
  - JROTC IV
- 3 Units of Electives

Academic requirements completed within courses:

Health	Pass/Fail	Taken in JROTC I
US & Louisiana Constitution Test	Pass/Fail	Taken in American History
Driver's Education	Pass/Fail	Taken in JROTC II
Consumer Education	Pass/Fail	Taken in a Social Science
Physical Education		Taken In JROTC 1-4

Other requirements include:

- Participation in a Senior Project, a focused rigorous independent learning experience completed during the students projected year of graduation according to set requirements (20 Hours)
- Completion of State non-credit requirements (Consumer Education, demonstrated knowledge of U S and Louisiana Constitutions) as part of subject area curricula
- Demonstration of mastery in core subject areas (English, Mathematics, Science, Social Science) through exams at end of courses
- Completion of certificate of initial mastery requirements after Junior Academy,
- Completion of state exit requirements.
- Students, who elect to opt out of the *LA Core 4 Curriculum* after the sophomore year, will still be required to complete these four units of English, mathematics, science, and social studies, although the difficulty of these courses are not required to meet college preparatory standards (Only after their second year in high school will students be given the option to opt out of the *LA Core 4 Curriculum* with parental permission.) Students who opt out will be able to receive a regular high school diploma. provided they meet all state requirements for graduation
- Students with limited-English proficiency will meet all graduation requirements with placement in English/ESL and support in other subject areas as appropriate
- Students with disabilities will meet general graduation requirements with appropriate accommodations and minor curricular modifications as determined by their Individual Education plans (IEPs), students

whose IEPs indicate an alternative mastery process receive a regular diploma providing all required Carnegie Units are earned If Carnegie Units are not earned, the student will receive an alternative diploma

- Credit is awarded in Carnegie Units that are equivalent to 120 hours of instructional time: integrated/thematic courses will be translated into Carnegie Units.

Promotion Criteria.

Grade 9	6 Units of Credit	Grade 10	12 Units of Credit
Grade 11	18 Units of Credit	Grade 12	24 Units of Credit

- Candidates for graduation must be in the Senior Academy
- For each Carnegie unit of credit, a student must be present 78 days of the 85 days in a block schedule course, or 156 days in a full year course.
- Student cadets experiencing academic difficulty will receive intensive documented academic intervention services

Scope and Sequence of LA Core 4 Curriculum and JROTC·

9 - FRESHMAN	10 - SOPHOMORE
English I	English II
Algebra I	Geometry
Biology	Chemistry
Civics / Free Enterprise American History	
Band/Music/Art	Band/Music/Art
Language I	Language II
JROTC 1 (incl Health & Phys Ed)	JROTC 2 (incl Dr Ed & Phys Ed)

11 JUNIOR	12 SENIOR
English III	English IV
Algebra II	Pre- Calculus
Physics	Advanced Science
World History	Advanced Social Science
(Band/Music/Art/Language)	Elective
Elective	Elective
JROTC 3	JROTC 4

College Preparatory Electives

Senior Applications in English	Calculus	Biology II
Speech	Advanced Math I	Chemistry II
AP English Lang & Comp	Advanced Math II	Physics II
	Statistics	AP Chemistry
	Discrete Math	AP Physics
	AP Calculus	

Other Electives

World Geography	Band	Computers I
Western Civilization	Jazz Band	Computers II
Economics	Choir	
Law Studies	Applied Arts	
Psychology	Theater Arts	
Sociology	AP Art	
African American Studies		
AP Government		

Professional Development Needs for the Implementation of the Comprehensive Curriculum: While the *Louisiana Comprehensive Curriculum* addresses all grade level expectations and the required scope and sequence—and offers lesson plans, activities, and suggested assessments—the implementation of the curriculum requires individual input, choice of methods and activities, and planning by the classroom teacher. In order to successfully deliver the knowledge and skills, and optimize the rigor intended in this curriculum, classroom teachers must be familiar with research based strategies/activities with proven results, have the ability to differentiate instruction for all learners, and the ability assess effectively through the use of diagnostic, formative, and summative assessments

Initial professional development needs would include instructional sessions to ensure competency or continued growth toward mastery in the applications of differentiated instruction and assessment as defined by Rick Wormeli and in effective classroom strategies as researched by Robert Marzano Appendix E contains biographies and bibliographies of these esteemed educational researchers and practitioners

Due to the small size of the Louisiana certified academic teaching staff of the Military/Maritime Academy, the academy will partner with Belle Chasse Academy for professional development activities, to include external presenters/consultants and access to Belle Chasse Academy's internal "master teacher" expertise. Depending upon availability of funds. Military/Maritime teachers will attend the annual National Conference on Differentiated instruction sponsored *by Staff Development for Educators*™

All staff (both support and instructional) who have no previous military experience shall receive training on the military model at regularly scheduled in-service training. The military instructors and teachers with military experience shall assist in filling this requirement. The academy shall offer instruction on such topics as military customs and courtesies, military bearing and other general military subjects This formalized training may take place prior to the beginning of classes and will be coordinated and implemented by the JROTC Officer.

Teachers within the military school model must be familiar with the team environment necessitated by the cadet organizational structure They should always be advocates of military compliance/conduct.

Junior Reserve Officer's Training Courses: Leadership Courses will offer extensive units of instruction in citizenship, personal growth, personal responsibility, public service, career exploration, and general military subjects

Category 1. Leadership
Skill 1 Objectives of Leadership
Skill 2 Core Values
Skill 3: Leadership Traits
Skill 4. Leadership Principles
Skill 5 Responsibilities
Skill 6: Esprit De Corps
Skill 7: Proficiency
Category 2: Citizenship
Skill 1 Patriotism
Skill 2 Civic Responsibilities
Skill 3: National Defense
Category 3: Personal Growth and Responsibility
Skill 1. Physical Fitness
Skill 2: Health, Hygiene and Nutrition
Skill 3 Social Skills
Skill 4: Written and Oral Communication
Skill 5: Personal Finance
Category 4: Public Service and Career Exploration
Skill 1 Career Preparation
Skill 2: Opportunities in Public Service
Category 5 General Military Subjects
Skill 1. Administration
Skill 2: Drill and Ceremonies
Skill 3: Uniforms, Clothing and Equipment
Skill 4 Customs, Courtesies, and Traditions
Skill 5: Rank Structure
Skill 6 Chain of Command
Skill 7 Military History

Skill 8 Marksmanship
Skill 9 First Aid
Skill 10: Interior Guard
Skill 11 Land Navigation
Skill 12 Uniform Code of Military Justice

Additionally, drill is an integral part of the Marine Corps Junior ROTC program. Drill teaches good discipline, enhances concentration and builds esprit de corps in a unit At the Military/Maritime Academy, freshmen will drill on Monday, sophomores will drill on Tuesday, juniors will drill on Wednesday, and seniors will drill on Thursday.

Professional Development Needs for the Implementation of the JROTC Curriculum. These instructors will be selected by the Marine Corps JROTC They will be constituted by retired military personnel (officer and staff non-commissioned officers) and will receive their JROTC instructorship training from the Marine Corps JROTC program.

Maritime Course Offerings Working in partnership with the U S Coast Guard (the federal agency that regulates riverboat pilot licensing), Northrop Grumman Shipbuilding in Avondale, LA (one of the nation's leading full service systems facilities for the design, engineering, construction, and life cycle support of major surface ships for the U S Navy, U S Coast Guard and international navies, and for commercial vessels of all types), and Bollinger Shipyards. Algiers (a facility with complete marine repair capabilities and the capacity to lift vessels weighing up to 4,200 tons) the Military/Maritime Academy will expand its course offerings to facilitate transition of graduates into the maritime industry, as riverboat pilots, or craftsman or leaders in the shipbuilding industry Many of the requirements for a successful career in shipbuilding are already addressed in the *LA Core 4 Curriculum*, the *Louisiana Comprehensive Curriculum*, and the scope and sequence that student cadets enrolled at the Military/Maritime Academy will follow. Additionally, beginning in the third year of operation, the academy will phase in a maritime curriculum that will include mechanical drawing, compass usage, celestial navigation. river navigation (using charts). maritime communications, weather, and shipboard management. Instructors for these courses will be adjunct faculty and will be provided through agreements with the U.S Coast Guard; *Northrop Grumman, Inc* , and *Bollinger Shipyards, Inc* Liaison with these agencies. and with the *Northrop Grumman Apprentice School of Shipbuilding* in Newport News. Va, will be established and maintained through formal agreements and appointed liaisons Negotiations with these organizations are currently in the conceptual/design stage If a charter is granted, the Military/Maritime Academy will pursue these avenues of providing maritime instruction with great avidity

Professional Development Needs of Adjunct Maritime Courses Instructors The individuals will be selected by their parent organizations for their presence and ability to speak in front of groups, as well as their subject-matter expertise. The Military/Maritime Academy will offer a one-day orientation for the instructors Agenda items for this orientation will include: Campus rules and regulations, student cadet standards, safety and security, and disciplinary and reward procedures for students Additionally, they will be given a brief overview of "best practice" classroom activities for high school students.

CHARACTER COUNTS!® *Instruction:* This instruction will not take the form of formal classroom, except at the beginning of each semester which the student cadets will begin with one-day "character boot-camps " On these specified days instructors explicitly instruct school rules, classroom expectations, behavioral expectations, and the "six pillars of character" which provide the framework of CHARACTER COUNTS!® Throughout the remainder of the school year CHARACTER COUNTS!® "instruction" will be pervasive and systemic, but integrated as "teachable moments" into all aspects of school life—academic courses, extracurricular activities, sports, etc. All adults at the academy will enforce rules, advocate good moral character, and model the same.

The Military/Maritime Academy will initially rely upon the expertise of the CHARACTER COUNTS!® "experts" at Belle Chasse Academy for training, coaching, and consultation As funds are identified to support this program (private grants or general funds), the Military/Maritime Academy will send staff (leadership, teaching, and support staff) to national CHARACTER COUNTS!® conferences, to develop internal expertise at the Military/Maritime Academy.

The School's Target Population and the Effectiveness, Rigor, and Relevance to the Target Population. The Military/Maritime Academy will target all high school students in the greater New Orleans area with the desire to enroll in a school that offers a wide range of study opportunities but requires discipline (both institutional standards of and self-governance) and student motivation. The school's curriculum model will provide opportunities of multiple paths for ultimate adult success of our students Post-secondary studies at all levels of learning or education-to-career post-graduation employment Within the structure of the course descriptors outlined previously courses are offered at four levels These four levels are A – College Level Course. H – Honors/High Level Course, R – Regular Course Content Level Course, and S – Courses with Significant Modifications.

<u>A – College Level Course (also referred to as Advanced Placement (AP)</u> This level is restricted to a specific set of courses developed by The College Board, a nationally recognized testing agency Advanced Placement courses are designed to prepare students to take the AP tests given each May. If a

student passes an AP test, he/she may earn up to three hours of college credit. Many colleges and universities accept AP credit for college courses A fee will generally be assessed for each AP test administered However, fees will be waived for students with financial hardship Because the AP test may count towards college credit based on the student's score, AP courses will be taught at a college level. Typically, high-level selected readings will be required along with a rigorous writing requirement and a greater time commitment. Students who work hard will have the opportunity to apply for AP courses It must be understood that an application process and the prerequisites will always include "Instructor's Approval "

H – Honors/High Level Course

Honors classes are available in many of the academy high school course offerings. A cadet is initially placed in Honors level classes based on a combination of standardized test scores and school placement exams. Honors courses are taught at greater depth and/or breadth than the regular course and typically require a greater commitment from the student. Students may be moved up to Honors or down to Regular at the end of the first quarter. If a student shows great aptitude for a subject, he/she may be moved up. If a student is truly struggling. he/she will likely be moved to a less difficult regimen

R – Regular Level Course

Regular classes are available in the vast majority of academy high school course offerings Cadets are placed in Regular level classes based on a combination of standardized test scores and school placement exams. Students may be moved to an Honors regimen at the end of the first quarter by showing great aptitude for the subject

S – Courses with Significant Modifications

Some student will present with a learning disability or disability which requires significant modification to the Regular course content In order to accommodate a deliberate modification in accordance with a student's Individualized Education Plan, courses may be identified as "S" signifying Significant Modifications These students will be served in Regular Level Courses, with teachers making modification within the regular education environment.

Plans to Serve the "At Risk" Student Population: The Military/Maritime Academy will initiate and aggressive campaign to attract students at all levels of competence and/or "risk." Working with "feeder" schools in the four-parish area. the academy will meet with eighth grade students and their parents to discuss the Military/Maritime Academy as an option for all students.

In addition to the "leveling" of course curricular offerings, the school will implement a "Response to Intervention" approach from the first year forward

"The RtI process is a multi-step approach to providing services and interventions to students who struggle with learning [and behavior] at increasing levels of intensity The progress students make at each stage of

intervention is closely monitored Results of this monitoring are used to make decisions about the need for further research-based instruction and/or intervention in general education. in special education, or both" (National Center for Learning Disabilities. 2006)

RtI is a three-tiered model Tier 1 is universal, differentiated, good instruction in the regular education classroom This is offered to all students Tier 2 is "targeted scientifically based interventions" for some students in the regular education classroom Interventions are implemented with fidelity, and progress is charted through data Tier 3 is "intensive scientifically based interventions." for students who do not respond to the interventions of Tier 2 Again, students are served by the regular education teacher

Unfortunately, RtI cannot currently be completely "scientifically" implemented in secondary schools using the current elementary model mandated in the reauthorization of the Individuals in Education with Disabilities Act (IDEA) in 2004. No widely-accepted scientific universal screens (reading, mathematics, and behavioral) for ninth-twelfth grade students have been developed Additionally, the common perception of the continuum of literacy (both verbal and mathematical) is that elementary schools focus on "learn the skills," while secondary schools "use the skills to learn." Finally, it is normally assumed that students with difficulties will have been identified as needing interventions much earlier than ninth grade. Unfortunately for some of the students that the Military/Maritime Academy will serve, it is a reality that many students entering high school in the greater New Orleans area have not been offered the instructional and behavioral interventions that could turn a negative school experience around

At the Military/Maritime Academy all new students will be screened and "placed" in the appropriate course level, using previous state assessment results, word and passage reading fluency, a seven-minute writing sample, and the Portland Diagnostics math placement test. Students experiencing difficulty would be offered scientifically based interventions such as· Self-management techniques, learning strategies instruction, study guides (paper & computer-based), graphic organizers, peer tutoring, etc. Progress will be monitored, and decision-making will be data driven.

In addition to offering interventions and leveled instruction to low-performing students "at risk" academically, the academy will provide services for students with exceptionalities and will participate in the federal "free or reduced lunch" program.

All students who are defined by the state of Louisiana as a "at-risk pupil" will be accepted and nurtured at the Military/Maritime Academy Indeed this is a segment of the high school aged population that we believe will be well-served in an academic environment of personal responsibility and accountability, self-discipline, and ethical decision making The staff will be committed to providing structure and nurture to achieve academic growth and excellent and personal responsibility

Specific and Measurable Goals.

Performance Outcome	School's Internal Goal (Year 5 and after)
Daily Attendance	95%
State Tests	70% of juniors (who have been with the school since the ninth grade) will meet or exceed state standards
Diagnostic Tests	80% of freshmen will be on track to graduate
Matriculation	95% of all students will graduate within 5 years of entry
Promotion	90% of all students will be promoted annually
Teacher Retention	90% of teachers and 85% of teaching assistant will be retained annually.
College Placement	85% of graduates will enroll in post-secondary education
Other: Job Placement	85% of graduates following a education-to-career track will be employed in their chosen vocation within 12 months of graduation.

Plan for Monitoring and Reporting the Effectiveness of the Curriculum, Instructional Methods, and Practices The school will monitor and report the effectiveness of the curriculum, instructional methods, and practices by using data obtained on state mandated assessments: iLEAP (grades 9, 10, 11), and English Language Development Assessment (ELDA, all English Language Learners) These requirements are delineated in Louisiana Department of Education Bulletin 118 Statewide Assessment, Standards, & Practice.

The Military/Maritime Academy will offer a standards-based program designed to prepare cadets for the rigor of post-secondary academics using Louisiana learning standards and benchmarks and American College Testing Assessment Educational Planning Assessment System® (ACT EPAS®) college readiness standards to inform instruction and measure student achievement

The school will use the ACT EPAS® system which provides a longitudinal, systematic approach to educational and career planning, assessment, instructional support, and evaluation The system focuses on the integrated. higher-order thinking skills students develop in grades K-12 that are important

for success both during and after high school. EPAS® focuses on a number of key transition points that young people face

- 8th/9th grade—Preparing for high school studies
- 10th grade—Planning and preparing for college and the workplace
- 11th/12th grade—Being ready for life after high school

EPAS® is unique in that its programs can be mixed and matched in ways that meet the needs of individual schools, districts, or states However, each program includes the four components that form the foundation of EPAS

- Student Planning—Process through which students can identify career and educational goals early and then pursue those goals
- Instructional Support—Support materials and services to help classroom teachers prepare their students for the coming transitions This component reinforces the direct link between the content and skills measured in the EPAS® programs and those that are taught in high school classrooms
- Assessment—Student achievement is assessed at three key transition points in EPAS®—8th/9th, 10th, and 11th/12th grades—so that academic progress can be monitored to ensure that each student is prepared to reach his/her post-high school goals
- Evaluation—An academic information monitoring service provides teachers and administrators with a comprehensive analysis of academic growth between EPAS® levels.

Standards-based instruction is dependent upon data to chart academic progress, plan and execute instructional interventions and report results used to inform future curricular decision-making The Instructional Leadership Teams (ILT) at the Military/Maritime Academy will analyze results from interim assessments and provide feedback to teachers highlighting trends which. if they are good, may be replicated and, if they are bad, may be corrected ILTs will be formal, collaborative teams of faculty and administrators who meet regularly to review academic trends within the school. In addition to Louisiana iLEAP and GEE results, they will routinely track twelve data points to ensure instructional focus is targeted and intentional These twelve data points will be

EPAS® Gains	Attendance
Freshmen on Track	Classroom Assessments
ACT over 20	College Acceptances
ACT Average	FAFSA Completion
Graduation Rate	College Applications
Dropout Rate	Failures

During the first two years of operation, the ILT at the Military/Maritime Academy will be composed of the Principal, all core academic regular education instructors, and the Special Education Coordinator Commencing in the third year, the team will be composed of the Principal, Assistant Principal, four core academic regular education instructions (one from each discipline), and the Special Education Coordinator

Students With Exceptionalities

The best possible quality education is the fundamental right of every student at the Military/Maritime Academy. A Special Populations department will provide many services to ensure equal, safe, and quality learning opportunities for all students This department will consist of for primary sub-divisions: Special Education, Gifted & Talented, English Language Learners, and Support Services (Speech/Language, Physical & Occupational Therapy. and Adaptive Physical Education)

The Military/Maritime Academy is committed to education in the least restrictive environment The course-leveling protocol will ensure that all students are presented grade-level expectations and standards in an appropriate delivery mode An impressive body of current research supports what many observers have long believed Students with minor to moderate learning disabilities, as well as those with behavior disorders, fare far better in the regular classroom, with the appropriate supports. To the maximum extent possible, all students with disabilities will receive educational services in the regular education classroom.

Additionally, the founders understand that some at-risk and special needs students may need non-academic services, (*e.g.* speech, occupational therapy, adaptive physical education) beyond that which is discussed elsewhere in the application The founders are committed to serving all students. In such cases, as it is not possible to know the exact needs of the school's student population until students enroll and school begins, the budget provides funds to allow the school's leadership to contract with outside vendors to provide speech and occupational therapy and other services as needed. If the requirement later exists, the school will employ full-time speech and occupational therapists

Although drill and physical education are an integral part of the JROTC program, the Military/Maritime Academy will ensure that physical limitations of a student do not preclude participation in this leadership and citizenship building protocol Appropriate adaptations will be made in the drill and physical education portions of the program for physically handicapped students Likewise, instructional accommodations will be made for students with cognitive disabilities.

The Military/Maritime Academy will meet all requirements for serving students with disabilities, accommodating all students served in regular public schools Indeed, service to students with any special needs— physical, cognitive, or emotional disabilities—will be a vital part of the school's mission The school will comply fully with the requirements and regulations contained in the following Louisiana Department of Education Bulletins

1508: Pupil Appraisal Handbook,

1530. Louisiana Handbook for Students with Disabilities,

1706, Subpart A· Regulations for Students with Disabilities.

1706, Subpart B: Regulations for Gifted/Talented Students,

1881 Louisiana IEP Handbook for Gifted/Talented Students,

1903: Regulations and Guidelines for Education of Dyslexic Students, and

1872· Extended School Year Handbook.

As the student body will be composed of secondary students, most students with disabilities will have been identified earlier in their formal education Accordingly. the Military/Maritime Academy does not expect to identify a great number of students in need of special education services, However, in the event it becomes apparent after unsuccessful progress through RtI Tiers 2 and 3, that a student should be evaluated for a disability (or disabilities) the School Building Level Committee (SBLC) will refer the student for pupil appraisal services. The parents of the student will be involved at every process and invited to all meetings of the SBLC, which will also serve as the RtI Intervention Monitoring Team

Parents and guardians will be involved in every level of RtI, pupil appraisal, IEP development, IEP implementation, IEP progress, and IEP review/revision. Indeed, their involvement is statutorily mandated. The Military/Maritime Academy will ensure that these meetings are scheduled at times convenient to the parent/guardian, and that if the parent is unavailable, a telephone conference option will be available

If it is determined by the assessments administered by the Pupil Appraisal Team that the student qualifies for Special Education services, parents, teachers, and support service providers will participate as a team to design and write a Individualized Education Plan (IEP) Monitoring of the implementation of the IEP will be in accordance with all state and federal regulations. and will be accomplished by the IEP team (which statutorily includes parents/guardians) and the student. IEPs will be assessed, reviewed, and revised in accordance with Bulletins 1530 and 1706 Timelines and procedures will be in strict compliance.

The Military/Maritime Academy will contract with an organization providing pupil appraisal services to provide the evaluative assessments, to include written report of the evaluation of the pupil (either initial or reevaluation), in compliance with Louisiana Department of Education Bulletin 1530 *B. M G*

Consultants & Diagnosticians, L.L.C. is one such company who has indicated the aspiration to work with the Military/Maritime Academy. This company employees both educational psychologists and educational diagnosticians, and is currently employed by several New Orleans area school systems, including Belle Chasse Academy Anticipating that a small number of students with exceptionalities enrolled in the Military/Maritime Academy during the first two years, a Memorandum of Agreement will be reached with Belle Chasse Academy to provide pupil appraisal services for the Military/Maritime Academy. *The Center for Development and Learning* of New Orleans is another organization that has indicated readiness to supply pupil appraisal services to the Military/Maritime Academy

If it is determined by the assessments administered by the Pupil Appraisal Team that the student qualifies for Special Education services, parents, teachers, and support service providers will participate as a team to design and write a Individualized Education Plan (IEP) Monitoring of the implementation of the IEP will be in accordance with all state and federal regulations. and will be accomplished by the IEP team (which statutorily includes parents/guardians) and the student. IEPs will be assessed, reviewed, and revised in accordance with Bulletins 1530 and 1706 Timelines and procedures will be in strict compliance

The Military/Maritime Academy shall take whatever action is necessary to ensure parental participation as required by federal, state, and local guidelines in the development, review, evaluation, and modification of the IEPs for exceptional students

Communication from the school to the parent shall be as follows·

1 Written,

2. In language understandable to the general public,

3 In the native language of the parent or other mode of communication used by the parent when possible; and/or

4 Communicated orally (when necessary) in the native language or other mode of communication so that the parent understands the content of such communication

Full and effective notice communicated from the LEA to the parent of an exceptional student or a student thought to be exceptional shall also include the following·

1 A full explanation of all the procedural safeguards available to the parents, including confidentiality requirements;

2 A description of the proposed (or refused) action, an explanation of the reasons for such actions, and a description of any options that were considered and rejected,

3. A description of each evaluation procedure, type of test, record or report used as a basis for the action, and any other relevant factors, and

4 Identification of the employee or employees of the school system who may be contacted.

The school's Special Populations Coordinator will be responsible for maintaining a collaborative model of educational programming Collaborative strategies will include ongoing communication among regular classroom teachers, joint planning and support for classrooms with students with disabilities or learning difficulties, and co-teaching experiences. The Special Populations Coordinator will work with the various specialists hired by the school to coordinate services for students with multiple needs

The founders recognize that in certain cases, it may not be possible, within the regular classroom to meet the needs of students with disabilities more severe than those described above In such cases, the school will provide a learning resource center, staffed by a licensed special education teacher Educational programming for such students will be in accordance with the school's primary goal of helping every student reach his or her full potential The school will remain sensitive to the effects of educating students in a more restrictive environment. All efforts will be made to employ supplementary aides and services prior to any student's removal from the regular classroom, in accordance with Section 614 (d)(1)(A)(iii) of the federal Individuals with Disabilities Education Act (IDEA).

The school will be especially sensitive to the complex issues involved in disciplining students with disabilities. The Principal and the Special Populations Director and the special education teachers will be vigilant in ensuring that the services outlined in students' IEPs are provided and that due process is followed at all times.

The school's Principal and the Special Populations Coordinator will be responsible for following due process and maintaining all procedural safeguards as they pertain to special education. This includes ensuring that all required parental contacts are made, proper documentation is maintained, and students with disabilities are educated according to their current IEPs.

In the event that a student is noted or regarded as having a disability, and it is apparent that the disability limits one or more major life functions, but does not require specialized instruction to access a free and appropriate public education, the student may be eligible for services under Section 504 of the Rehabilitation Act of 1973 These services generally include the development of classroom modifications and accommodations, therapy (speech/ occupational/physical), and other related services The Special Populations

Coordinator will ensure compliance with the provisions of the 504 Accommodations Plan.

The school will comply with all provisions of Louisiana Department of Education Bulletin 1903. Regulations and Guidelines for Education of Dyslexic Students A multi-sensory language program, Wilson Reading®, will be utilized by these students, and teachers will be trained in a multi-sensory approach to all studies.

The school will ensure that the school facility and all programs are accessible to students with special needs. The school will provide bus service and special equipment as required to fulfill the Individual Education Plans (IEPs) of special education students.

An Extended School Year Program (ESYP) will be offered to students who require these services,

Plan for Gifted/Talented Students. An equally aggressive approach will be made to accommodate the academic and social needs of students on the gifted/talented end of the learning spectrum. Students who excel academically or artistically will be referred to the SBLC in an expeditious manner and evaluated for such designation and learning placement as soon as feasible, in accordance with Bulletin 1508. Once a student is identified as "gifted" or "talented," an IEP will be created and instruction will proceed and be monitored in accordance with Bulletin 1881

Incoming students who have already been identified as "gifted and talented" will be allowed to accelerate through the curriculum. Classroom teachers will receive instruction on differentiation for gifted students. The school willl ensure that appropriate instruction and accommodations are provided, that IEPs are written correctly, and that the school is complying with all provision of the IEP.

Plan for Limited English Proficiency: The Military/Maritime Academy will comply with all provisions of Bulletin, 112, English Language Development Standards

All incoming students who indicate a second language spoken in the home will be screened using the written, oral, and reading portions of the Idea Proficiency Test.

Students with limited English proficiency (LEP) will also find in the Military/Maritime Academy a rigorous and supportive academic program that allows them to achieve their full potential. The founders are committed to eliminating the language barriers that have prevented many young people

from achieving success in the classroom and the workplace, and the school will fully comply with all statutes and regulations regarding bilingual education.

One of the more promising practices in the education of LEP students that will be used at the Military Maritime Academy is "structured immersion," whereby LEP students learn English by immersing themselves in the spoken and written language. Educational programming for LEP students will therefore be identical to that provided for all students at the new school. All instruction will be in English, but the teacher will tailor the language used to students' increasing comprehension In severe cases of limited English proficiency, students will be placed in a language instruction class that will focus primarily on speaking complete sentences, using English to identify objects, and developing proper syntax and sentence structure Once such basic skills are established, LEP students will benefit from the school's regular curriculum.

Plan for Providing Support and Ensuring Success for the Homeless: Homeless students will be welcomed at the Military/Maritime Academy. The school will comply with all provisions of the McKinley-Vento Act and the United States Department of Education *Guidelines for Homeless Education* The school will rely extensively on publications provided by the Louisiana Department of Education such as the *Local Homeless Education Liaison Toolkit* and the *Homeless Toolkit for School Districts.* The Board of Directors in concert with the Administrative Leadership Team will develop a comprehensive school plan for inclusion of homeless students in all aspects of the Military/Maritime Academy learning community. This plan will include such actions as executing a separate Memorandum of Understanding with the Recovery School District to assist the academy in providing the following services to homeless students:

- Designation of a liaison to act as a contact person, outreach worker and advocate for homeless and highly mobile families and youth,

- Identification of local service providers (shelters, food banks, community agencies) and print a contact sheet for newly arriving families;

The Military/Maritime Guidance Counselor will also assist by implementing the following activities within the school community, as appropriate:

- Collection of clothing, shoes, school supplies, hygiene products and other goods through donations and distribute to students and families in need,

- Setting up an "adoptive" parent program wherein this person helps the homeless student with school expenses such as supplies, field trips and snacks;

- Provision of guidance services;

- Setting up buddy systems to make the homeless student feel more comfortable during a sudden change or difficult transition

Funding will be provided through Title I and the McKinley-Vento Education Act grants

The Board of Directors of the Military/Maritime are committed to providing the most appropriate educational experiences for all students—experiences to catapult them through the school's curriculum and into society as fully productive members, while capitalizing on individual strengths and differences.

Student Evaluation

Students at the Military/Maritime Academy will be formally assessed and evaluated through the rigor of the state wide accountability system. This data will be extensively evaluated by the Administrative Leadership Team each year in order to identify areas needing corrective action and the appropriate action. The Principal will issue a verbal and written report to the Board of Directors annually in July of each year. Parents will be informed of school achievement on statewide assessments through letters, the school's website, the Louisiana Department of Education website, and the annual dissemination of the *School Report Card for Parents* as prepared by the Louisiana Department of Education.

In addition to state-mandated iLEAP and GEE assessments, the Military/Maritime Academy will administer varied types and formats of assessment Students Progress reports will be issued to cadets during the fifth, fifteenth, twenty-fifth, and thirty-fifth weeks of school Progress reports will be mailed to the parent/legal guardian during the fifth, fifteenth, twenty-fifth, and thirty-fifth weeks of school. Grade reports will be mailed to or picked up by the parent/legal guardian at the conclusion of 10th, 20th, 30th and 40th week.

The following grade scale and computation of Grade Point Average will be used at the Military Maritime Academy .

Grading Scale: 9-12 for all subject areas

Letter Grade	Numerical Grade	Quality Points	Advanced Placement Honors Quality Points	Quality Point Range
A	93-100	4 0	5 0	3.5 - 4.0
B	85-92	3 0	4 0	2 5 – 3 4
C	74-84	2.0	3.0	1 5 – 2.4
D	70-74	1.0	2 0	1.0 - 1.4
F	60-69	0	0	Below 1 0

Grading Procedures:

1 The above scale shall be adhered to for all subject areas
2 A teacher must enter a minimum of nine major grades (test, project, essay, lab, etc.) and nine other grades (homework, quiz, etc) into the electronic grade book each quarter.
3. Teachers will issue Interim Progress Reports from the electronic grade book to parents every three calendar weeks during the year
4. In determining quarter averages numerical averages will be assigned a letter grade. Only letter grades will be shown on the report card

5. The lowest F in the grade book can be 60.
6. A student must pass the second semester to receive credit for a course.
7. In determining semester and final grades, numerical averages are to be converted to letter grades and quality points are to be averaged to determine semester and final grades The Quality Point Range in the chart above is to be used in assigning letter grades for the semester and final grade and for awarding Carnegie credits
8 The semester exam will count as 25% of the semester grade and will appear on the report card as a separate grade.
9. Half (1/2) unit credit will not be assigned for full unit courses
10. Student conduct shall not be considered when computing the quarterly grade
11. In order to be eligible to receive any Carnegie unit on a block schedule, high school students shall be in attendance in that course a minimum of 78 days per semester

Assessment practice at the Military/Maritime Academy is best encapsulated by the following quotation from *Educational Leadership*. " the best teachers recognize the importance of ongoing assessments and continual adjustments on the part of both teacher and student as the means to achieve maximum performance. Unlike the external standardized tests that feature so prominently on the school landscape these days, well-designed classroom assessment and grading practices can provide the kind of specific, personalized, and timely information needed to guide both learning and teaching" (Jay McTighe and Ken O'Connor, 2006)

Prior to the commencement of school every instructor (academic teachers, teaching assistants, JROTC instructors, electives instructors, and adjunct maritime instructors) will receive an overview of types of assessments, formats of assessments, and the school's grading policy Instructors at the Military/Maritime Academy will utilize all three categories of assessment. Diagnostic, formative, and summative

Classroom assessments fall into three categories: Summative assessments summarize what students have learned at the conclusion of an instructional segment. Teachers will report the results of these assessments as a grade. Familiar examples of summative assessments include tests, performance tasks, final exams, culminating projects, and work portfolios

Diagnostic assessments—sometimes known as pre-assessments—will precede instruction—to check students' prior knowledge and skill levels, identify student misconceptions, profile learners' interests, and reveal learning-style preferences. Diagnostic assessments will provide information to assist teacher planning and guide differentiated instruction Examples of diagnostic assessments include prior knowledge and skill checks and interest

or learning preference surveys Because pre-assessments serve diagnostic purposes, teachers will not grade the results

Formative assessments will occur concurrently with instruction. These ongoing assessments will provide specific feedback to teachers and students for the purpose of guiding teaching to improve learning. Formative assessments include both formal and informal methods. such as ungraded quizzes, oral questioning, teacher observations, draft work, think-alouds, student-constructed concept maps, learning logs, and portfolio reviews. Although teachers may record the results of formative assessments, they will not factor these results into summative evaluation and grading.

Additionally, at the Military/Maritime Academy, new evidence of achievement will replace old evidence of failure of sub-standard achievement. As articulated by McTighe and O'Connor· "As students work to achieve clearly defined learning goals and produce evidence of their achievement, they need to know that teachers will not penalize them for either their lack of knowledge at the beginning of a course of study or their initial attempts at skill mastery. Allowing new evidence to replace old conveys an important message to students—that teachers care about their successful learning, not merely their grades "

The instructors at the Military/Maritime Academy will strategically employ all three types of assessment during every unit of instructions· Diagnostic (pre-test), formative (inform the progress/success of the instruction), and summative (the student's test of knowledge or skills

In addition, the school will establish internal formal assessments that evaluate the student not only on correct answers to written tests, but also according to the process by which the student learns Student evaluation and grading will include such components as (by way of example) interaction and collaboration with peers and explanation of the critical thinking path(s) that led to an answer (be it "right" or "wrong") Emphasis with be placed on authentic assessment and the critical thinking path of the student Grading criteria will still focus on the acquisition of correct knowledge, but will. also, include student assessment, evaluation, and synthesis

The Military/Maritime Academy will operate on a nine-week, or quarterly. schedule Parents of students will receive report cards approximately one week after the end of each nine-week term In addition, they will receive interim progress reports at the end of the first four-week period of each quarter

At the Military/Maritime Academy. instruction will be data driven Standards-based instruction is dependent upon data to chart academic progress. plan and execute instructional interventions and report results used to inform future curricular decision-making The Instructional Leadership Teams (ILT)

at the Military/Maritime Academy will analyze results from interim assessments and provide feedback to teachers highlighting trends which, if they are good, may be replicated and, if they are bad, may be corrected. ILTs will be formal, collaborative teams of faculty and administrators who meet regularly to review academic trends within the school. In addition to Louisiana iLEAP and GEE results, they will routinely track twelve data points to ensure instructional focus is targeted and intentional These twelve data points will be

EPAS® Gains	Attendance
Freshmen on Track	Classroom Assessments
ACT over 20	College Acceptances
ACT Average	FAFSA Completion
Graduation Rate	College Applications
Dropout Rate	Failures

During the first two years of operation, the ILT at the Military/Maritime Academy will be composed of the Principal and Assistant Principal, all core academic regular education instructors, and the Special Education Coordinator Commencing in the third year, the team will be composed of the Principal, Assistant Principal, four core academic regular education instructions (one from each discipline), and the Special Education Coordinator

This group, in conjunction with the Special Populations Coordinator, will ensure that accommodations and modifications for students with exceptionalities are being provided, by classroom walk-throughs, detailed observations, and mandatory review of summative assessments

Plan for End-of-Semester Reporting to Stakeholders, the Board of Directors, and BESE The Principal and Commandant will issue a bi-annual report to these constituents that details performance goals and the progress toward attainment This report will be presented orally and in writing at the January and June meetings of the Board of Directors The written report, along with the minutes of these meetings, will be mailed to all parents/guardians of student cadets enrolled at the Military/Maritime Academy and to the BESE Charter School Office

Policy for Promotion and Graduation The Federal City Military/Maritime Academy cadets will follow a college preparatory program that will enable cadets to achieve a total of 24 credits thereby qualifying to receive a high school diploma. Beginning with incoming freshmen in 2010, all ninth graders will be enrolled in the *Louisiana Core 4 Curriculum* For incoming freshmen in 2010 and beyond, the 24 units required for graduation shall include 21 required units and 3 elective units Incoming freshmen in 2010 and beyond can complete an academic area of concentration by completing the course

requirements for the *LA Core 4 Curriculum* These units will include the following:

- <u>English</u>
  - English I
  - English II
  - English III
  - English IV
  - *Cadets will be required to take four units of English.*
- <u>Mathematics</u>
  - Algebra I (1 unit) or Algebra 1 (pt 2)
  - Geometry
  - Algebra II
  - Advanced Math I, Advanced Math II, Pre Calculus, Calculus,
  - Probability and Statistics, or Discrete Math
  - *Cadets will be required to take four units of mathematics*
- <u>Science</u>
  - Biology
  - Chemistry
  - 1 unit Biology II, Chemistry II, Physics or Physics II
  - 1 Additional Science
  - *Cadets will be required to take four units of science*
- <u>Social Science</u>
  - 1/2 unit Civics or AP American Government
  - 1/2 unit Free Enterprise
  - American History
  - 1 unit World History. World Geography, Western Civilization,
  - Or AP European History
  - 1 additional Social Science
  - *Cadets will be required to take four units of social science.*
- <u>Foreign Language</u> (a two-credit requirement in the same language)
  - Course 1
  - Course 2
- <u>Fine Arts</u> (a one credit requirement)
  - Fine arts, Art, Dance, Music, Theater, Applied Arts
- <u>Physical Education & Health Education</u> (a two credit requirement satisfied by JROTC)
- <u>JROTC (a four year requirement)</u>
  - JROTC I/Health
  - JROTC II/Driver's Education
  - JROTC III
  - JROTC IV
- <u>3 Units of Electives</u>

Academic requirements completed within courses

Health	Pass/Fail	Taken in JROTC I

US & Louisiana Constitution Test	Pass/Fail	Taken in American History
Driver's Education	Pass/Fail	Taken in JROTC II
Consumer Education	Pass/Fail	Taken in a Social Science
Physical Education		Taken In JROTC 1-4

Other requirements include

A Participation in a Senior Project, a focused rigorous independent learning experience completed during the students projected year of graduation according to set requirements (20 Hours).

B. Completion of State non-credit requirements (Consumer Education. demonstrated knowledge of U S and Louisiana Constitutions) as part of subject area curricula

C Demonstration of mastery in core subject areas (English, Mathematics, Science. Social Science) through exams at end of courses

D Completion of certificate of initial mastery requirements after Junior Academy,

E Completion of state exit requirements

F Students. who elect to opt out of the *LA Core 4 Curriculum* after the sophomore year, will still be required to complete these four units of English, mathematics, science, and social studies; although the difficulty of these courses are not required to meet college preparatory standards. (Only after their second year in high school will students be given the option to opt out of the *LA Core 4 Curriculum* with parental permission) Students who opt out will be able to receive a regular high school diploma. provided they meet all state requirements for graduation

G Students with limited-English proficiency will meet all graduation requirements with placement in English/ESL and support in other subject areas as appropriate

H. Students with disabilities will meet general graduation requirements with appropriate accommodations and minor curricular modifications as determined by their Individual Education plans (IEPs); students whose IEPs indicate an alternative mastery process receive a regular diploma providing all required Carnegie Units are earned If Carnegie Units are not earned. the student will receive an alternative diploma

I Credit is awarded in Carnegie Units that are equivalent to 120 hours of instructional time, integrated/thematic courses will be translated into Carnegie Units

Promotion Criteria.

Grade 9	6 Units of Credit	Grade 10	12 Units of Credit
Grade 11	18 Units of Credit	Grade 12	24 Units of Credit

- Candidates for graduation must be in the Senior Academy
- For each Carnegie unit of credit, a student must be present 78 days of the 85 days in a block schedule course. or 156 days in a full year course
- Student cadets experiencing academic difficulty will receive intensive documented academic intervention services

Scope and Sequence of LA Core 4 Curriculum and JROTC.

9 - FRESHMAN	10 - SOPHOMORE
English I	English II
Algebra I	Geometry
Biology	Chemistry
Civics / Free Enterprise American History	
Band/Music/Art	Band/Music/Art
Language I	Language II
JROTC 1 (incl Health & Phys Ed)	JROTC 2 (incl Dr Ed & Phys Ed)

11 JUNIOR	12 SENIOR
English III	English IV
Algebra II	Pre- Calculus
Physics	Advanced Science
World History	Advanced Social Science
(Band/Music/Art/Language)	Elective
Elective	Elective
JROTC 3	JROTC 4

College Preparatory Electives

Senior Applications in English	Calculus	Biology II
Speech	Advanced Math I	Chemistry II
AP English Lang & Comp	Advanced Math II	Physics II
	Statistics	AP Chemistry
	Discrete Math	AP Physics
	AP Calculus	

Other Electives

World Geography	Band	Computers I
Western Civilization	Jazz Band	Computers II
Economics	Choir	
Law Studies	Applied Arts	

Psychology
Sociology
African American Studies
AP Government

Theater Arts
AP Art

Identification and interventions for students experiencing difficulties (both social and academic) will be swift at the Military/Maritime Academy Frequent internal assessments of student progress through the curriculum will ensure expedient identification of students needing regrouping for instruction, small-group instruction, extended instructional time, and differentiated instruction to capitalize on the strengths of all students

The Military/Maritime Academy will create and annually revise a Pupil Progression Plan that is in accordance with the regulations and guidance contained the Louisiana Department of Education *Pupil Progression Plan* A committee composed of parents, teachers, and Administration will be responsible for this plan, which will be presented to the Board of Directors no later than June of each year, for applicability in the following school year This document will include such factors as performance on standardized tests, performance within the school's curricular framework, and progress through the curriculum

The Military/Maritime Academy will annually review Louisiana Department of Education guidance and policies regarding reporting of student academic performance to stakeholders All reporting requirements will be met

The Military/Maritime Academy will annually develop a School Improvement Plan (SIP) in accordance with the template and guidelines provided by the Louisiana Department of Education This analysis will be made according to the procedures outlined in the *Louisiana Need Assessment Guide*, and the resulting document will assess the school's strengths and weaknesses, implement strategies and activities to address the school's needs, and continually evaluate the school's progress toward achieving its objectives and meeting its goals Plans will focus on improving student achievement at the school by addressing state goals and performance standards The school will utilize the *Degree of Implementation Guide* to help monitor the implementation of the SIP The continual and ongoing school improvement process will have three distinct yet overlapping phases, i e , planning, implementing, and evaluating--until the changes become institutionalized as part of the school's culture

Plan for Developing and Implementing a Corrective Action Plan. As the Military/Maritime Academy will be a relatively small high-school of choice (400-650 students), which will appeal to only a certain segment of the New Orleans area high-school population, the founders believe that students that

attend the school and fulfill their JROTC requirements (in order to remain in the Military/Maritime Academy) will be a high motivated group of student cadets In addition, the ILT will be constantly evaluating teaching and assessment as it is exhibited in student outcomes. Therefore, we believe that the school will not enter into "corrective action" as defined by labels of the State Accountability System.

In the event the school does enter into "academic assistance," the school will comply with all requirements and provisions of Bulletin 111, The Louisiana School, District, and State Accountability System (pages 15-29), relative to schools in corrective action, to include parent notification, school choice, and provision of supplemental educational services when required.

The Leadership Team and Board of Directors are knowledgeable of the performance labels and their meaning ("Academic Assistance," "Academically Unacceptable School," and "Subgroup Component Failure"), the levels within each of these labels, and the remedies expected of a school in response to these labels/levels. The Military/Maritime will respond with alacrity to all requirements of the Louisiana Department of Education and BESE.

Professional Development:

The Military/Maritime Academy is deeply committed to the provision of "high quality" professional development, as defined by NCLB The Leadership Team will ultimately be responsible for developing, implementing, and evaluating professional development at the Military/Maritime Academy However, this team will receive extensive input from individual teachers, "master teachers," external classroom "coaches," and a Professional Development Committee composed of teachers An annual *Professional Development Plan* will be developed in concert with the development of the *School Improvement Plan* or the strategic academic plan, and based on numerous contextual observations in the classroom by varied observers This plan will be developed with the extensive participation of teachers and parents, and will be firmly aligned with the SIP The plan and all professional development will support the needs of both regular education and special education teachers

Professional development at the Military/Maritime Academy will have two foci Improvement of the instructional skills of individual teachers and school wide effective and efficient implementation of the components of the *School Improvement Plan* (the strategic academic plan)

Professional development at the Military/Maritime Academy will be composed of four components external seminars and conferences, eight days of annual pre-service training, internal seminars and conferences, and job-imbedded "coaching" by external experts and internal "master teachers"

The eight-days of pre-service development will be predicated on school wide implementation of the elements of the SIP For example, if "Problem Based Learning" is a SIP activity or strategic element of the school's academic plan, pertinent instructional staff would attend an implementation workshop at the school Other staff members may be attending other workshops that are germane to their area of teaching All training scheduled during pre-service staff development will address areas of school wide need Multiple areas will be addressed over the eight-day period.

Attendance at external conferences will be determined by need and/or collective enhancement of instruction at the school. Teachers identified as needing extra assistance in a particular area may be selected by the Leadership Team to attend a conference. Teachers desiring to become more knowledgeable in an area in which they already excel, may request conference attendance Approval will be granted based on the recommendation of the Professional Development Committee, but the guiding standard will be the individual teacher's plan to use the information and knowledge gained at the seminar to assist the teaching of others

A minimum of five internal staff development days will be scheduled during each school year Plans for these days will be developed in conjunction by the Leadership Team and the Professional Development Committee based on observable need or strategic plans

Fourth, as described in the "Educational Philosophy, Curriculum and Objectives" section of this application. the school will be committed to job-imbedded coaching by either external "experts" or internal "master teachers " These coaches will regularly observe in the classrooms and offer non-threatening (i e , confidential) advice to teachers on means by which they can "firm up" their instructional practices This coaching will be utilized (by way of example) in the following areas of instruction SMARTBoard© usage, PBL, development of social studies units of study, RtI, and PBIS intervention planning.

All teachers, both regular and special education, will be assisted in their curriculum development and implementation by outside facilitators and internal "master teachers " During the first two years of operation, the Military/Maritime Academy will tap heavily into Belle Chasse Academy's cadre of "master teachers," specifically inn the area of PBL, RtI, CHARACTER COUNTS!®, PBIS, and intervention planning. By the third year, the Military/Maritime Academy will have trained and developed its on "master teachers "

Finally, the school will offer financial assistance and incentives to para-professionals seeking teacher certification, teachers seeking advanced degrees, and teachers seeking National Board Certification. The school plans to work in partnership with local institutions of higher learning to bring courses to campus for staff and parents and to offer college courses to eligible seniors *Delgado Community College* and *Our Lady of Holy Cross College* have expressed an interest in this project

The effectiveness of the annual professional development components will be evaluated using three criteria Feedback from the instructional staff, ACT EPAStm data. and data reflecting school wide accountability gains The Professional Development Committee will work with the Leadership Team to formalize procedures for staff evaluation of the efficacy of staff development exercises The Professional Development Committee. the School Improvement Committee. and the Leadership Team will thoroughly scrutinize the assessment data for the same purpose

Through constant reflection, analysis, and modifications, or "tweaks," the Military/Maritime Academy is committed to providing relevant, meaningful, and powerful staff development opportunities

As part of professional development, each subject level team will have 60 minutes of joint planning time per day. Additionally, this will meet once per week during this planning time, with the Principal The focus of this team meeting will always be school improvement—either mini-professional development session or discussions about strategies for specific students. Each grade-level team will meet twice monthly, also Unfortunately, due to scheduling requirements these meetings will be accomplished immediately subsequent to dismissal

By tangibly encouraging the lifelong learning of staff members, frequent visits to classroom, and through the provision of "high qualify" professional development, the Military/Maritime Academy will strive to establish a culture of continuous pursuit of personal and school improvement

Proposed Pre-Service Professional Development
August 2010

Dates/Times	Training Module	Presenter(s)	Attendees
August 2, 2010 9 00-9 15	Welcome	Major General Randal Thom	All staff
9 15-10 30	School Strategic Plan (To include overview of unique curricula/strategies)	Commandant, Principal	All instructional staff
10 45-12 00	Military courtesies, customs, general knowledge	ColonelBusby JROTC instructors	All staff with no military experience
1 00-3·30	Military courtesies, customs, general knowledge	Colonel Busby JROTC instructors	All staff with no military experience
August 3, 2010 9 00-12 00	Positive Behavior Incentive Supports	Stephen White (Belle Chasse Academy)	All staff
August 4, 2010 9 00-12 00	PBIS interventions	Stephen White	All instructional staff
	CHARACTER COUNTS!®	Karen Cruice (Belle Chasse Academy)	All staff
1·00-3 00	CHARACTER COUNTS!®	Karen Cruice (Belle Chasse Academy)	All staff
August 5, 2010 9 00-12 00	Problem/Project Based Learning	Jim Helton (Belle Chasse Academy)	All academic instructional staff
1 00-3 00	PBL	Jim Helton (Belle Chasse Academy)	All academic instructional staff
August 6, 2010 9 00-12 00	Teaching Academic Vocabulary	Pam Alexander (Belle Chasse Academy)	All instructional staff
1 00-2 00	Teaching Academic Vocabulary	Pam Alexander (Belle Chasse Academy)	All instructional staff

Dates/Times	Training Module	Presenter(s)	Attendees
August 10, 2010 9·00-10 30	Curriculum Mapping	Mary Swazey Rene Thompson (Belle Chasse Academy)	All academic instructional staff
10 45-12 15	Assessment	Jane Dye (Belle Chasse Academy)	All instructional staff
1 15-3 00	ACT EPAS tm	ACT Representative	All instructional staff
August 11, 2010 9 00-10:00	Co-Teaching	Dr Jay Miller Dr Gayle Melville	All instructional staff
10.00-12 00	Differentiated Instruction Ideas for Advanced or Gifted	Dr Rebecca Brechtel (Belle Chasse Academy)	All academic instructional staff
1.00-3 00	Differentiated Instruction for all students	Pam Alexander Lauren Hihar (Belle Chasse Academy)	All academic instructional staff
August 12, 2010 9 00-10.00	Business/HR Procedures	Business Manager	All staff
10 00-12·00	Benefits Sign Up	Business Manager	All staff
1 00-3 30	Classroom Time		

Student Recruitment, Enrollment, and Admissions

The founders believe that it is imperative to the success of this school, both locally and nationally, that the Military/Maritime Academy be a true school of choice, open to all high school students in the greater New Orleans area The school will strive for ethnic, gender, and socio-economic diversity at all levels A preeminent goal of the school is to replicate on a small scale, the diversity of our nation

The school will conduct enrollment during a designated application period of two months, April 15-June 15, during those months of the same year as the first day of the school year (in August) No pupil shall be admitted during this designation application period Notification of admission will be mailed to parents immediately subsequent to the end of the application period

All eligible students will be admitted, unless the total number of eligible applicants exceeds the capacity of a program. class, grade level, or school If the total number of applicants exceeds class capacity applicants shall be admitted based on an admissions lottery. The school will use the lottery in order to reach maximum capacity, and also to determine the order in which students are placed on a wait list

The lottery will be open to the public, will not rely on computers, and will be easily understood and followed by all observers Applications for grades where applicants exceed student slots will be separated by grade and entered into the lottery. All applicants' names and grades will be entered onto cards The cards will be placed in a bin and continually mixed A drawing of names will then be held until all spaces are filled

An impartial individual will draw the names To minimize the risk of bias, the school will exclude from the task of drawing names those who are employed by the school, or whose relatives are school employees, as well as those seeking admission for their children

Once all seats for a grade are filled, any names drawn from that grade will be entered into the wait list in the order that they are drawn If no lottery is required at the end of the application deadline, the school will continue to admit applicants to grade until capacity is reached If no lottery is required, the order of the wait list will be determined by date of application If an opening occurs at the school, selection from the wait list will begin with the first applicant on the wait list

After the first year of operation. siblings of students currently enrolled in the Military/Maritime Academy will be offered priority enrollment

Students who have transferred (either voluntarily or involuntarily disenrolled for failure to fulfill JROTC requirements) from the Military/Maritime Academy and wish to re-enroll must repeat the initial enrollment/acceptance procedures These students will not have priority enrollment status

The goal of the Military/Maritime Academy is to open in August of 2010 Immediately upon approval of the school, the Board of Directors will launch a publicity campaign to ensure community awareness of the project and its scope. This plan will include local and national media coverage of all types—television, radio, newspaper, and magazines. Commencing in August 2009, the Leadership Team will launch a student recruitment plan for rising ninth graders which will include newspaper ads, neighborhood brochure dissemination, direct mail-outs, visits to local middle schools, and "town hall" meetings Members of the Board of Directors and Leadership Team will solicit engagements to speak to civic and professional groups The Leadership Team will visit "feeder" schools serving eighth grade students and address students and parents In addition to Belle Chasse Academy, the Leadership Team will seek to visit all middle schools in Plaquemines Parish, Jefferson Parish, Orleans Parish, and St Bernard Parish

All ninth grade students residing in the greater New Orleans area will be considered eligible applicants for admission during the first year of operation, regardless of ethnicity, gender, or exceptionality Each subsequent year the school will grow by one grade, and all students in these grades residing the greater New Orleans area will be eligible applicants

There is no entry exam Students must have successfully met state standards for passing eighth grade and be recommended by their immediately principal There will be a student interview conducted by the Commandant and the Principal In that interview the potential student cadet and his/her parent/guardian must express a desire that the student will abide by the student code of conduct and fulfill his/her JROTC obligations 20% of the student slots are prioritized enrollment for dependents of active duty military members

There will be a two week "Summer Leadership Seminar" (or "orientation boot camp") for incoming Freshmen to ensure that these students understand what is expected of them in a military-discipline infused school environment

Failure to fulfill the JROTC obligation will result in the student becoming ineligible to attend the Military/Maritime Academy Those students who disenroll from the academy due to non-participation in JROTC may re-enroll at a later date, but they must repeat the initial enrollment process They will not have priority status

Detailed enrollment documents are delineated in Appendix F

School Climate and Culture

The Environment The founders of the Military/Maritime Academy are committed to shared stakeholder vision and decision-making. As a school of choice, it is expected that the parent stakeholders and teachers will share with the founders the following vision for the Military/Maritime:

- A world-class education is the birthright of every individual,
- All students can learn, and every student should be challenged to reach full potential,
- Students in need of remediation should receive remedial instruction to catapult them forward,
- Students functioning above peers should be allowed to accelerate through the curriculum,
- Nurture of the whole student through the arts, athletics, and community service is vital, and
- By creating a collaborative, critically-thinking learning community that embraces differences and welcomes all stakeholders, a school can create empowered students and make a difference towards a socially just world.

The substantial and direct commitment and involvement of all stakeholders (students, teachers, parents, support staff, and community) is necessary to the development and realization of the Military/Maritime Academy vision The founders are committed to decision-making at the lowest possible level and the active engagement of all stakeholders

The Military/Maritime Academy will actively engage parents, community members, school partners, business partners, students, and staff in the commitment to realize the school vision Parent representation will be mandated on the following school-based committees: SIP, Title I, IDEA, Pupil Progression, Guidance, PBIS, and Student Handbook Student stakeholders will be involved in decision making and governance through the Student Council

The Military/Maritime Academy will have an open-door policy wherein parents and community members will be encouraged to observe and volunteer in classrooms All stakeholders will participate in annual satisfaction and school climate surveys In order to obtain unbiased interpretation, these survey results will be analyzed by independent, external consultants

Extra-curricular Activities: The founders of the Military/Maritime Academy are likewise committed to the nurture of the "whole teen " Extra-curricular opportunities for students will abound. Athletics, service organizations, academic based clubs, and fine art clubs will be among the opportunities offered students JROTC will offer such activities as archery, Color Guard. Drill Team, Rifle Drill Team, and Orienteering Team. Civic organizations, such as the Kiwanis Club, the Agricultural Extension Service, Girl Scouts, and Boy Scouts, among other groups, will be sought as sponsors. (The Algiers Kiwanis Club, Morning Edition, has already stated an interest in sponsoring a Key Club.) Scholastic organizations may include National Honor Society, Academic Team, Principal's Scholars, Beta Club, Debate and Speech Team. and Math/Science Club. Service organizations may include School Band, Drum and Bugle Corps, Cadet Board, Peer Leaders, Community Service Club, and Student Council Special interest organizations may include Chess Club. Big Brother/Big Sisters, Bowling Club, and Book Club Grants from the New Orleans Arts Council will be solicited; and parents, staff, and community members will be solicited to serve as club sponsors and coaches. The Military/Maritime Academy will initially seek to partner with O Perry Walker High School and Belle Chasse Academy in extra-curricular activities, as the initial student body will be quite small After two years. the school will have begun to create its own after-school learning opportunities.

Additionally, if allowed by the Louisiana High School Athletic Association (LHSAA), Military/Maritime student cadets will be allowed to participate in intra-scholastic athletics as members of O Perry Walker High School (LHSAA Class 4A) teams

The Military/Maritime "After-School Learning Academy" will offer multiple opportunities for students to grow academically and socially The climate of the Military/Maritime Academy will epitomize a sense of community—a community dedicated to lifelong learning. critical thought, citizenship. and activism

School Culture and Climate Summary At Federal City Military/Maritime Academy, cadets learn and live a code of conduct that will serve them well during their time at the Academy and long after they have graduated It is simple, and it should govern everything cadets do on and off campus

<u>Cadet Creed</u>

I am a Junior ROTC cadet I will always conduct myself to bring credit to my family, country, school, and the corps of cadets

I am loyal and patriotic I am the future of the United States of America

I do not lie. cheat, or steal and will always be accountable for my actions and deeds

I will always practice good citizenship and patriotism

I will work hard to improve my mind and strengthen my body

I will seek the mantle of leadership and stand prepared to uphold the Constitution and the American way of life

May God grant me the strength to always live by this creed.

Five General Orders

Be at the right place, at the right time, with the right materials

Follow the orders of the faculty, staff, and cadet leaders appointed over me.

Refrain from loud and boisterous behavior

Engage in no public display of affection

Remain in uniform at all times

Through the programmatic elements of JROTC and CHARACTER COUNTS!®, the traits of self-discipline, responsibility, respect, and courtesy will be pervasive on the Military/Maritime Academy campus and at all school activities

The school's behavior policy, and discipline rules and procedures are appended as Appendix G These include the plans for suspension or expulsion and the due process involved therein In the event a student is expelled from the Military/Maritime Academy for a Class IV offense, the school has entered into an agreement with the RSD to provide alternative educational services.

Uniform Policy: Student cadets at the Military/Maritime Academy will wear the JROTC uniform on drill days and on each Friday The drill schedule is as follows Monday, freshmen, Tuesday, sophomores, Wednesday, juniors, and Thursday, seniors The military uniform will be supplied by JROTC

All military uniforms should be issued prior to the first school day-to include winter attire Uniforms must be worn on drill days and on every Friday Students shall wear prescribed headgear as they enter the Academy campus and uncover/cover as they enter/exit the building The proper wearing of the uniform will be enforced at all times Any changes to the uniform policy will be coordinated through the school Commandant For uniform regulations, the academy will adhere to the most recent version of the Marine Corps Uniform Manual MCO P1533 6D

The authorized summer military uniform items are as follows.

Class A
Class B (long sleeve with tie or short sleeve with white undershirt)
Black pullover military sweater
Black military jacket (trench coat)
Black military windbreaker jacket
Service PT uniform
School PT uniform
School Polo with black pants
Black gloves (purchased by cadet/parent or issued by school)
Black socks (purchased by cadet/parent)
Military low quarter shoes
Service Cap

Change over from the summer to winter uniform in the fall and spring will be at the discretion of the Commandant based upon the Principal's recommendation

The authorized winter military uniform items are as follows

Class A
Class B (long sleeve with tie or short sleeve with white undershirt)
Black Overcoat (issued or cadet/parent purchased)
Black PT pullover cap (purchased by cadet/parents)
Black gloves (purchased by cadet/parents or issued by school)
Black pullover military sweater
Black military jacket
Service PT uniform
School PT uniform
School Polo shirt with black pants
Black socks (purchased by cadet/parents)
Military low quarter shoes
Service Cap
Black Scarf
Optional black, wool winter coat (purchased by cadets/parents or issued by school)
Optional warm weather undergarments may be worn beneath the pants and long sleeve black sweater or long sleeve shirt but cannot be exposed to outer wear
Optional vendor approved black boots (purchased by cadet)

- On non-drill days, students will wear a traditional school uniform, consisting of khaki slacks for male students and khaki slacks or skirt for female students and red polo shirt with gold school emblem
- Uniform pants should not fall below the waist
- Pants must be plain, with no side pockets, cell phone pockets, or carpenter's loops No cargo pants will be allowed

- Tennis shoes with laces and/or Velcro straps are required and socks must be worn High heels, boots, open toed sandals, ballerina-style slippers (including canvas), and backless tennis shoes are not permitted Shoes may not roll or light up
- Belts should be canvas webbed belts. However. belts may also be brown or black leather with no ornamentation.
- Students who choose to wear undershirts may wear white, red, or their PE uniform shirt under their uniform shirt
- All students must wear a Military/Maritime Academy jacket, red with gold logo

Proposed School Calendar The following chart represents a proposed school calendar in the first year of operation

First Day of School:	August 12, 2010
School Day Start Time	7 30 (Drill), 8 00 (all other days)
School Day End Time:	2 52
Number of Instructional Minutes per Day	465
Number of Instructional School Days per year	180
Number of After School Hours Devoted to Academics	1 0 per day, Monday through Thursday, 144 days, 144 total hours
Number of Days Devoted to Staff Development during School Year	5 for formal staff development On-going coaching/consultation/discussion throughout the school year
Number of Days Devoted to Staff Development prior to school opening.	8 days
Last Day of School:	June 4, 2011

Parent and Community Engagement:

Parents will be encouraged to participate in school-related activities, including those pertaining to curriculum and instruction The Military/Maritime Academy will have an open door policy regarding parents visiting classrooms and observing classroom activities Parents will be encouraged contact the classroom teacher in advance as a courtesy before coming to the classroom

School-wide parent/teacher conferences will be held twice yearly, in November and March The teacher or the parent may schedule formal parent/teacher conferences as needed or required—at any time of the year Every teacher has a phone in his/her classroom and has voicemail Parents are asked not to call and talk to the teacher during instructional time (8 00 – 2 52 p m) Please ask the receptionist to connect you to the teacher's voicemail during these times. Teachers and administrators have e-mail The addresses will be published on the school web site Teachers will be required to answer any e-mail or voice mail within 24 hours, except on weekends or school holidays

Parents will be invited to participate in meetings planning intervention strategies (RtI) if their student is experiencing difficulty Parents are statutorily a part of the IEP team Parents will be contacted by the school on the day of a student absence An absence of five consecutive days will initiate a call from the Assistant Principal

Parents will be encouraged to view the school web site on a daily basis Updates will be made frequently, and the site will contain important, timely information

There will be many opportunities to volunteer at the Military/Maritime Tutoring, cafeteria supervision, classroom support, and chaperoning field trips are examples of how parents can become involved All volunteers must submit a request for a background check form and be fingerprinted per Louisiana law (RS 17 3991) Background check request forms will be available in the Human Resources Office.

Parent Teacher Organization: The Parent Teacher Organization will be a volunteer organization that works to strengthen the connections among students, teachers and parents of the Military/Maritime Academy. Joining and being active in the PTO is an excellent way to become involved with your student's school and education

PTO will undertake events, projects and services throughout the year that are designed to enhance the students' education—academic and social These events will include (by way of example) Book Fair, Ice Cream Social, Fall

Carnival, Secret Santa, Spring Fair, Family Dinner Nights and Teacher Appreciation Week.

PTO will welcome the efforts of everyone in the Military/Maritime community A questionnaire will be sent home early in each school year assessing areas of interest and talent in which parents are willing to contribute to the school program A PTO "tab" will be maintained on the school web site

Communication Effective communication is crucial between parents and the school Parents will be asked to follow this protocol in communicating with the school

In attempting to resolve an issue or conflict, the teacher or staff member involved should be contacted first. This person will have first hand knowledge of the issue and can answer questions most knowledgeably.

If the initial teacher contact is unsatisfactory the Assistant Principal should be contacted If these contacts are unsatisfactory, the Principal and/or Commandant should be contacted

If no resolution occurs at this level, the full Board of Directors may hear the concern. Requests should be directed through the Principal to the Chairman of the Board of Directors. Requests should be submitted in writing

Following these procedures will facilitate effective communication and any resolution of concerns Teachers, staff members and administrators will make every effort to keep lines of communication open, professional, and civil with parents Parents will be encouraged and expected to make the same effort

Parental Partnership Policy: The Military/Maritime Academy's goal is to develop strong partnerships with the home Parents and the school must work together as partners to increase student achievement and develop positive attitudes in students regarding themselves and school The key factor in home-school partnership is the relationship between teachers and parents

The Military/Maritime Academy Board of Directors will articulate a policy to reflect an efficient, consistent and effective manner of communication while generating new ways to strengthen partnerships

The Military/Maritime Academy has developed a School-Parent Compact to explain the school, parent, and student responsibilities for higher student performance The School-Parent Compact is in compliance with Title I and the Individuals with Disabilities Education Act (IDEA). Title I provides funds to improve the teaching and learning of students who are at risk of not meeting

challenging academic standards and those students who reside in areas of high concentrations of students from low income families The amount of funding is based on the percentage of students participating in the reduced and free school lunch program. IDEA provides funding for special services for students with disabilities

Parents will participate in the development of the Title I Part A and IDEA plans by

- Attending annual meetings,
- Participating on the Title I Committee and the IDEA Committee, and
- Participation in an annual parent survey.

The Military/Maritime Academy will conduct an annual self-study of parental involvement practices using the following seven principles considered essential to home-school partnerships.

- Every aspect of the school climate is open, helpful and friendly,
- Communications with parents (whether about school policies and programs or about their own students) are frequent and two-way,
- Parents are treated as collaborators in the educational process, with a strong complimentary role to play in their students' school learning and behavior,
- Parents are encouraged, both formally and informally, to comment on school policies and to share in the decision making;
- The principal and other school administrators actively express and promote the philosophy of partnership with all families,
- The school encourages volunteer participation from parents and the community at large, and
- The school recognizes its responsibility to forge a partnership with all families in the school, not simply those most readily available

The Military/Maritime Academy will organize its Title I and IDEA Committees to include parents of served students The Title I and IDEA Committees will

- Meet semi-annually to assess current program efforts.

- Convene an annual public meeting to inform parents of the school's participation in Title I Part A, explain its requirements, and their right to be involved;

- Develop and evaluate the parental involvement the parental involvement policy;

- Guide overall program efforts, and

- Develop and implement parental involvement activities.

Parental involvement expectations and responsibilities will include:

- Attendance at six-hour Parent Orientation upon first enrollment of a student at the Military/Maritime Academy,

- Signed Parent Contracts (i e , Parent Contract/Compliance, JROTC Compliance, Textbook Contract, Bus Contract, Cell Phone/Electronic Device Contract, Athletic Permission Slip, and Field Trip Permission Slips as needed);

- Attendance at parent-teacher conferences;

- Response to all written requests from the school,

- Attendance at school functions.

- Membership in the Parent Teacher Organization. and

- Communication with teachers about significant changes that might affect student performance and behavior

Parents will also be represented on the *Pupil Progression Plan* Committee, and the School Improvement Team, which assists in the annual review of school policies. procedures and curriculum. the revision of the **Parent Handbook** and the school's operations manual. Parents will also participate in the review of the Military/Maritime Consolidated Grant Application and the IDEA expenditure plan.

All meetings of the Military/Maritime Academy Board of Directors will be open to the public and parents will be strongly encouraged to attend

Parental involvement is crucial to the success of the school Parents will be encouraged to be as involved as possible This is not an all-inclusive listing and parents will be encouraged to provide other suggestions for their involvement

- Tutoring.
- Participate in school sponsored events;
- Parent/Teacher Organization (PTO)
- Homeroom Mom/Dad
- Chaperone;
- Library Aide,
- Bus Monitor;
- Committee member.
- Parent Handbook,
- Pupil Progression Plan.
- Guidance Plan Review;
- School Improvement,
- Awards Ceremonies.
- Attendance at Board of Directors meetings,
- Assist with clubs, sports teams. and organizations, and
- Cafeteria volunteer.

For parents wishing to maintain anonymity while contributing to the school's improvement, there will be a suggestion box located in the main lobby of the school

The school will use Parent Satisfaction Surveys in order for parents and guardians to have an opportunity to evaluate the quality of education and services provided to their student/students The survey will include questions regarding the level of satisfaction concerning

- The degree of parental involvement opportunities,
- The extent to which the opinion of parents is considered,

- The quality of communications with the school and teachers, and
- The educational progress of their student/students

Parents will be encouraged to look at the school's web site on a daily basis. It will offer lots of useful information and an answer many of the most FAQ's about the Military/Maritime Academy It will also have homework assignments, class news, a list of upcoming events, links to e-mail teachers. and a copy of the school's calendar

Community Involvement. The community at large, business partners and concerned citizens, will be encouraged and invited to participate as members of the Board of Directors, committee members. school volunteers. organizational sponsors, and special event subsidizers Community member stakeholders will also be invited to participate in feedback opportunities, such as satisfaction surveys and questionnaires

The founders of the Military/Maritime Academy will actively engage parents, community members, business partners. students, and staff in the commitment to realize the school vision. Parents, community members, and parents will be valued partners in the education of our nation's youth. The Military/Maritime Academy will provide these stakeholders not only the opportunity to be involved in the educational journey of our youth, but also the opportunity to become school leaders Current potential business and community organization partners include *Northrop Grumman, Inc* (Shipbuilding), *Bollinger Shipyards, Inc.*, the *Algiers Kiwanis Club, Morning Edition*, and the *Taylor Foundation*

The New Orleans Federal Alliance (NOFA), the organization that is developing the Federal City on board land that is currently the Naval Support Activity, New Orleans, actively solicited the founders of the Military/Maritime Academy to establish the school on the Federal City Compound This organization will ensure that the school has access to the gymnasium, the library, athletic fields, and the drill fields located within that confine This organization has verbally and in written communication articulated its unqualified support of the establishment and sustainment of this school

The school has also established an association with the Military School Liaison Officer for the greater New Orleans area Ms Treva Walters will be an active advisor and advocate of the school as an example of school choice within our geographic area

Governance, Leadership, and Management

The Board of Directors of the Military/Maritime Academy will be organized to meet the requirements of Louisiana nonprofit law and charter school provisions. As the governing body of the Military/Maritime Academy, the Board will be ultimately accountable to the school's students. their parents. the taxpayers, The Board of Elementary and Secondary Education, and the Louisiana Department of Education (DOE) As discussed below, the Board will directly oversee the Military/Maritime Academy to ensure that it operates successfully according to its charter and meets its vision for student accomplishments in compliance with current state law

Broadly speaking, the responsibilities of the Board of Directors are as follows

- Formulation and supervision of overall school policy;
- Approval of and supervision of the execution of the school's annual operations budget;
- Support the school's mission and purposes;
- Select the School Leadership Team and assess its performance,
- Ensure effective organizational planning and sound broad policy.
- Ensure adequate resources,
- Manage resources effectively,
- Enhance the school's public standing ,
- Ensure legal and ethical integrity and maintain accountability,
- Recruit and orient new board members and assess board performance, and
- Large-scale fund-raising

The Board of Directors will be composed of a rich cross-section of the community, with each member bringing a needed and valued skill-set and perspective to school governance The Military/Maritime Academy Board of Directors will provide organizational and financial oversight of the activities of the Administrative Leadership Team

Resumes for all individual on the Military/Maritime Academy Boar of Directors are appended Each member brings an individual, but required talent or skill to this innovative project Mr Ebbert is a retired Marine Colonel, with years of leadership experience in both the military and homeland security arenas He previously served on the original Board of Directors of Belle Chasse Academy. He not only brings key management expertise and decision making skills, but also charter school development experience Ms Bagneris is intimately familiar with government accounting and financial procedures Mr Hogue brings diverse legal expertise and sound reasoning skills The military experience and travels of Mr LeMaire deliver a global perspective to this project A small business owner, he is accustomed to making decisions

based on the best available options, and he is the father of three students who will be the product of the New Orleans area public school systems Mr Reiss has, like Mr. Ebbert, served on the Board of Directors of two schools, one of which is a charter school He also brings years of financial experience and acumen Mr. Compass's law enforcement background will assist in ensuring the safety and security of the campus He will also bring a common-sense approach to all issues

Since early 2009, the Military/Maritime Academy Board of Directors have been in close consultation with Major General Randal Thomas (U S. Army, Retired) who, as Adjutant General of the State of Illinois, was instrumental in the development of the Noble Street School Together, the Directors and Major General Thomas have developed the purposes and prescribed in general terms the organization, programs, and practices of the proposed New Orleans Military/Maritime Academy

A school roster of key personnel (Board and Administrative Leadership) is appended as Appendix H. Resumés of Board members are also included at this tab Colonel Gerald Busby has been identified as the Commandant of the school. His biography is appended as Appendix I. The school principal will be selected and hired by the board in the October/November 2009 timeframe In conjunction with the Board of Directors and the Commandant, this leader will firm up proposed programs, ensure timely and accurate completion of all events on the proposed start-up checklist, and open the school in an orderly, timely manner

The Commandant and Principal of the Military/Maritime Academy will be responsible for the daily operations of the school, leaving the Board free to focus on the broader responsibilities listed above. The Board will delegate certain statutory responsibilities to the Commandant and the Principal, e g :

- Hiring/termination of all school employees,
- Discipline (with Board review for incidents leading to expulsion, if appealed),
- Expulsion/suspension of students (with due process),
- Normal daily operation,
- Budget development,
- Execution of Board-approved budgets,
- Selection of curricula and educational programs,
- Development of the School Improvement Plan,
- Selection of textbooks and the negotiation of sub-contracts for services.
- Purchase of school equipment, to include instructional technology.
- Making recommendations and propose policies for the Board's action ;

- Enact policies and rules that are appropriately within the realm of management, and
- Any other management responsibilities the Board may wish to delegate to management

Prior to the start of the first school year, the Board and the selected school leadership team will formulate policy and determine which decisions will rest with management (the Principal and the Commandant) and which will rest with the Board It will be the Board's responsibility to

- Prepare a successful and viable charter application or contract to operate the school;
- Select the Principal and Commandant who will execute the founders' policy and expectations,
- Work as a team with the City of New Orleans and the New Orleans Federal Alliance to·
- Design/renovate a facility to serve long-term needs and goals,
- Secure financing for construction/renovation of the facility, and
- Manage/control construction/renovation process,
- Manage all capital projects stemming from self-generated funds or grants;
- Approve the implementation of the educational program,
- Monitor the school's business administration,
- Review and approve all budgets;
- Ensure compliance with all state and federal law;
- Approve all required reports to the state; and
- Ensure compliance with all applicable laws and regulations and obtain necessary permits. licenses, and insurance.

In order to be successful, it is essential that a high level of trust and confidence exist between the Board of Directors and the Leadership Team The school start-up members fully understand that the responsibilities delineated herein are critical to its long-term success It is the goal of Military/Maritime Academy to conduct itself as an exemplary model of daily operations management in full cooperation with a Board of Directors who believe in the very highly effective principles of "management by exception," especially as it applies to the rigors of providing quality education to its student body

The following documents are appended as supplementary material to this section of the school application

- By-laws of the non-profit corporation which includes the following provisions,
- Officer positions and the manner in which officers are selected and removed from office,
- The manner in which members of the governing body are recruited and selected,
- The length of term of the member of Board of Directors,
- Fiscal responsibility of the Board, and
- Proof of compliance with the Louisiana Open Meetings Act;
- The school's proposed policies and procedures for complying with the ***Louisiana Code of Ethics***;
- The school's proposed policies and procedures for complying with the ***Louisiana Public Records Law***;
- The procedures the school will follow in the event of the dissolution of the school, to include the transfer of students, transfer of student records, and the disposition of school assets,
- An schedule of the Board's meeting dates from approval until the beginning of the second school year (July 2011), including method of public notice requirements of the ***Louisiana Open Meetings Act***— date, time, location

All Board members will receive an initial 16-hour (2-day) training session on the roles of corporate boards, the characteristics of effective school boards, the Louisiana Code of Ethics, and Louisiana Open Meetings Act The Board will participate in monthly professional development Both the initial training and the monthly training will be conducted by Dr Brian Carpenter of *The Board Doctor* tm (See biography at Appendix J) The initial training will be conducted in person, the monthly training will be conducted via podcast, *Charter School Board Development Subscription*™. The board will additionally conduct an annual two day retreat each summer to discuss the progress of the school and the future role/actions of the Board that will best facilitate rapid school growth.

The Military/Maritime Academy will not contract with a company for management services

An organizational chart is included as Appendix K

Employment

The Commandant shall be a senior retired military officer with over 25 years of military experience with a diverse variety of leadership positions Experience as an instructor is desirable, but other leadership experience may be substituted, and the personality, innovativeness, and the character of the individual will be the deciding factors in employment as the School Leader

The successful candidates for the positions of Principal and Assistant Principal should possess or be eligible to possess Louisiana School Educational Leader (School Principal) certification Each of these candidates will possess a M Ed in School Administration The Director of Special Populations will possess a M.Ed. in Special Education The Business Manager will possess the requisite education of a "qualified and competent business professional" designation as promulgated by BESE. This individual must also possess either Certified Louisiana School Business Administrator (CLSBA) certification and maintain the same, or be a licensed Louisiana Certified Public Accountant (CPA) license.

While a minimum of three years experience as a school principal is preferred for the successful candidate for Principal: other leadership experience may be substituted, and the personality, innovativeness, and the character of the individual will be the deciding factors in employment of this leader

Personnel management in a school like the Military/Maritime Academy will be difficult at times, requiring a person of principle to stand up to those who would settle for less than excellence throughout the entire sphere of operations at the school. The selected Principal must surround him/herself with quality individuals to serve as major players in the leadership team and be possessed of the same character traits of integrity and courage as would be expected of them

The Academy JROTC Officer is a retired military officer certified by his/her service branch and appointed to the Academy to provide supervision and oversight of military programs and JROTC instruction. Acts as the chief advisor to the principal (and Commandant) on military matters. instruction, and discipline, and is responsible for military programs Is considered part of the Academy's administration team and is looked on as a de facto Assistant Principal in terms of decision making Is responsible for all aspects of the JROTC department including supervision of JROTC instructors and will mentor and manage all other Military Instructors The JROTC Officer will:

- Monitor curriculum adherence of other instructors,
- Conduct counseling of Military Instructors at the direction of the Commandant,
- Manages the Extra Military Instruction (EMI) program with support from the Assistant Principal, and

- works closely with the Principal regarding the merit/demerit system of the Academy and Summer Leadership Seminar (Freshman Orientation)

The JROTC Officer will also function as the military property custodian and logistics manager.

The Commandant, the Principal and each member of the leadership team must demand of themselves and their teammates nothing less than the best of their loyalty and dedication to the principles the Board of Directors and the founders established for the Military/Maritime Academy

The Military/Maritime Academy will vigorously recruit dynamic, energetic, idealistic teachers, teaching assistants, and support staff members who are passionately dedicated to public education and the vision of a school founded on the principle of modeling and teaching citizenship and responsibility to our community's teens

All teachers will be certified or eligible for certification in accordance with the provisions of 746 Louisiana Standards for State Certification of School Personnel Each teacher of a core subject must also be "highly-qualified" as defined under the NCLB All para-professionals will meet the NCLB definition of "highly-qualified." Teachers and Teaching Assistants will be recruited through job fairs, the "Teach Louisiana" website, and newspaper advertisements They will undergo a rigorous interview process which will involve screening by a Personnel Screening Committee composed of parents (after the first year of operation), teachers, and a Leadership Team representative Based on the recommendations of this committee, an interview may be scheduled with the entire Leadership Team. As required, other interviews and demonstrations of teaching skills may follow

The academy's Military Instructors are retired officers or noncommissioned officers certified by the respective service branch and appointed at the academy to provide JROTC instruction to the cadets assigned to the academy They Instruct and mentor cadets and supervise all JROTC co-curricular events and activities Specific duties will include.

- Teach a full load of classes,
- Supervises assigned cadets at events outside of normal class schedule,
- Provides military expertise at training activities; and
- Advises the Principal and JROTC Officer of all incidents and activities regarding the Corps of Cadets

The school will not enter into collective bargaining agreements, as permitted under LA R S. 17:3996(D). Employment will be based on annual contracts between the employee and the Military/Maritime Academy

Each potential employee will be provided a written copy of specific employee benefits. The school will request in writing that the Louisiana Bureau of Criminal Identification (LBCI) and Information supply information to ascertain whether an applicant for employment as a teacher, substitute teacher, teaching assistant, bus driver, bus monitor, janitor, cafeteria worker, or any other school employee has been convicted of, or pled *nolo contendre* to, any one or more of the crimes enumerated in R S 15 5871.1. No person who has been convicted of or has pled *nolo contendre* to a crime listed in R.S 15 5871 1 shall be hired by the Military/Maritime Academy

Teachers at the Military/Maritime Academy will participate in the Louisiana Teacher Assistance and Assessment Program, according to the requirements delineated in Bulletin 1943· Policies and Procedures for Louisiana Teacher Assessment. (Note This program is currently undergoing revision, but new guidance and regulations should be published by the start of the 2010-2011 school year

The Military/Maritime Academy will use the RSD Pay Scales for employees See Appendix M.

A staffing chart for the school is appended (Appendix N).

Operational Management

Start-up Procedures: It is essential to have a comprehensive detailed plan when starting a new school. The following checklist forms identify tasks and issues that need to be addressed and resolved prior to beginning operations. The forms will help to identify who will accomplish the task, when and how the task will be coordinated, and will identify any necessary resources and/or expertise needed to accomplish or address the task or issue. These forms will also be utilized with expansion of an existing facility and/or significant increase in student numbers Not all tasks will be applicable to the latter two situations, but these forms should be employed as a guide

The Military/Maritime Academy anticipates that the academy will open during academic year 2010-2011 The following table represents simple major milestones in the start-up process of the Military/Maritime Academy.

The Commandant will be hired, through a grant from the Walton Foundation, immediately upon approval of the charter application He will establish timetable for events delineated in the Start-Up Procedures, and ensure their completion

Event	Timeline
Formation of Board of Directors	By June 2009
Commandant Identified	July 2009
Charter Application	In August 2009
Approval of Charter Application	November 2009
Principal Search	October-November 2009
Principal Hired	November 2009
Curriculum Design and Acquisition	Ongoing November 2009-May 2010
Facilities Design/Determination of Scope of Renovation	November-December 2009
First Phase of Facilities Renovation	January 2010-July 2010
Search and Hiring of School Staff	March 2010-June 2010
Pre-Service Training of Staff	August 2010
First Day of School	August 12, 2010

Specific Start-Up Procedures are delineated in Appendix O

Transportation Plan The Military/Maritime Academy will contract with the RSD for provision of transportation services See MOA located in Appendix C

Food Services. The Military/Maritime Academy will contract with the RSD for provision of Food Services See MOA located in Appendix C The school will establish a satellite kitchen and employ an appropriate number of cafeteria employees Te school will employ a cafeteria manager who will ensure compliance with all state regulations contained in Bulletin 1196 (Louisiana Food and Nutrition Program) and the Federal School Lunch Program

Health Services. The Military/Maritime Academy will employ a full-time Registered Nurse and comply with all regulations for health services contained in Bulletin 741, Handbook for Administrators. Specifically, the following requirements will be fulfilled:

Substance Abuse and Prevention

Grade 9: Provide a minimum of 16 hours per year of substance abuse prevention incorporated into a comprehensive school health program.

Grades 10-12: Provide a minimum of 8 hours per year of substance abuse prevention incorporated into a comprehensive school health program

Health Services

Grades 9-12 Review all student records to ensure that immunization requirements set forth by the Office of Public Health are enforced

Grade 11 Perform hearing screen.

Grades 9, 11 Perform vision screen

Grades 9-12. Female students will be provided instruction on proper procedure for breast self-examination and the need for an annual test for cervical cancer

Grades 9-12 Procedures will be established for the administration of medication during school day

Proposed school health policies are contained at Appendix P

Accounting, Payroll, and Back Office Support: The Military/Maritime Academy will initially (the first two years of operation) contract with the RSD for payroll support. During this phase, the school will employ a Business Manager, a Purchase Agent, and a Human Resources Agent. The Business Manager will function as the Finance Manager/Accountant during these initial years. The Purchase Agent will make all purchases. All requisitions and other disbursements must be approved by either the Commandant or the Principal

The Purchase Agent will process purchase requisitions and receive deliver, the Human Resources Agent will process payments. The Business Manager and either the Commandant (or the Principal) will sign checks. This separation of financial duties is in accordance with "best practice" financial procedures

The Human Resources Agent will collect and enter all payroll and benefits data and forward to the HR Manager at the RSD. The HR department at the RSD will process payroll for the Military/Maritime Academy for the first two years of operation.

After two years of operation, the school will assume its own payroll support activities. An accountant will be hired, and an HR Manager will work directly with *Paychex, Inc.*, or another payroll service An Accounts Payable agent will also be hired who will verify receipt of goods and process payment. An accountant will verify all transactions and forward to the Business Manager

Two school secretaries will operate the reception area and maintain cumulative records.

Insurance: An insurance quote/letter of intent is attached See Appendix Q

Safety and Security: During the first year of operation safety and security will be coordinated with the U S Navy as the school will be on board a Navy installation During the second year the property will become subject to NOFA rules and regulations, and the school will contract with the RSD to provide safety and security. See Appendix R

Education Service Provider The Military/Maritime Academy will not contract with an Education Service Provider or any currently operating entity.

Facility

The Military/Maritime Academy will occupy Buildings 16 and 71 on the Federal City Complex in the Algiers section of New Orleans. The physical address is O'Bannon Street. The total square footage of both buildings is _____ square feet After complete renovation, there will be 18 classrooms (1100 square each), including science laboratory, music room, art studio, and a cafeteria

Renovation will be phased over two years The school will open in September 2010 with the following areas renovated. reception area, five classrooms, nurse's office, guidance counselor's office, and three administrative offices Four restrooms (two ladies', two men's, all handicapped accessible) will also be completed

By the commencement of the third year of operation, the entire complex will have been renovated, yielding 18 classrooms, a cafeteria, seven restrooms (four student—two ladies', two men's—restrooms and three staff unisex restrooms), reception area, nurse's office, guidance counselor's office, and six administrative offices. The total square footage will be _____

A $50,000 00 grant from the RSD through a Community Block Grant (CBG) will fund initial architectural and engineering (A&E) review of the buildings and plans for renovation. Renovation and equipment will be funded by two CBG grants of $5,000,000 00 and $2,000,000 00, respectively from the City of New Orleans and Plaquemines Details are included in the Start-Up Budget The CBG authorization for the City of New Orleans funds and the Letter of Intent from the Plaquemines Parish president are included as Appendix S

The A&E review will determine renovation needs to ensure compliance with applicable building and/or occupancy codes and to make the school ready for school operations This needs assessment will be accomplished in September 2009. At that time, the Board of Directors will contract with an architectural firm and a building contractor to complete the renovations by the 2012 school year

Finance

Budget Forms 1 through 4 are included as Appendix T

All expenses incurred by the JROTC component (instructors, supplies, and instructional material) will be incurred by the JROTC Division

Military/Maritime Academy budgeting will be realistic Spending/procurement will be conservative and within means established by the Board of Directors Spending will also be strict and in accordance with state and federal law, especially with regard to grants having specific restrictions. Accounting will be strict and verified through appropriate annual independent audits by external auditors, a Certified Public Accounting Firm, licensed in Louisiana The school will adhere to all standards and provisions contained in Bulletin 1929, Louisiana Accounting and Uniform Governmental Handbook

A qualified member of the Board of Directors will serve as Finance Chairman, providing close oversight of the fiscal policies and practices of the Business Manger, the Finance Manager (a degreed accounting professional), and the Finance Department Sections (the Purchasing/Accounts Receivable, Payroll/Human Resources, and Accounts Payable) Based on the advice of the school's independent external auditors, policy will be delineated that provides for division of fiscal responsibilities (assignment of tasks. multiple signatures, monthly verifications, etc) that will provide an internal system of checks and balances that will systemically discourage and inhibit opportunity for financial mismanagement and indiscretion These auditors will also recommend best accepted financial practices and procedures that the school will adopt to ensure "unqualified" annual audits with "no findings " These practices and procedures will be clearly articulated as part of the school Operations Manual The firm of *Silva, Gurtney, & Abney*, an accounting firm with many charter and private school clients. has expressed an interest in performing these audits

End of Narrative Proposal

10 Jun 2009

INFORMATION PAPER

Subject: Noble Street Charter School Performance

Enclosure: (1) PSAE Student Performance Over Time Graph comparing Noble Street Charter Schools and Chicago Public School performance. Resource: Chicago Public Schools Charter Schools Performance Report 2007-08 at tab B
(2) Noble Vision: 2020 graduation rate comparison chart at tab C

1. Purpose. Compare the performance of the Noble Street Charter School (NSCS) with performance in Chicago Public Schools (CPS).

2. Take Away. In many categories, NSCS performance exceeds that of CPS.

3. Key Points

- On average, more than 95% of seniors graduate; in 2007 and 2008, 100% of the senior class graduated. The state reports that 83% of students who start at Noble graduate from a Chicago public high school; the comparable district-average rate is 66%.
- NSCS average composite ACT score (2009): 19.6; CPS average composite ACT score (2008): 17.6.
- In 2007, NSCS graduation rate was 84%, ranked #1 in CPS. The CPS average was 55%.
- At least 85% of Noble's graduates go on to college; all students apply to at least 5 colleges and fill out financial aid forms in a dedicated College Prep course; the Class of 2008 earned nearly $2,000,000 in scholarships.
- More than 85% of all Noble graduates are now pursuing post-secondary degrees.
- In 2007-2008, students at the founding campus Noble Street College Prep - outperformed the district by ten percentile points in reading and seven percentile points in math on the PSAE (Illinois' standardized test).
- All Noble campuses maintain a 95% attendance rate, one of the highest among Chicago high schools and 10 points above the city average for high schools.
- NSCS earned a Bronze Medal, which recognizes high school that are serving low-income and minority students and achieving academic results higher than the state average among low-income and minority students, in US News & World Report's 2007 US High School Rankings

4. Way Ahead. Coordinate with CPS to capture annual performance statistics. Continue to monitor charter school performance against district averages.

Prepared by: Ms. Carrie Wolak; Training and Instructional Systems Manager MCJROTC, TECOM

Reviewed by: Dr. William E. McHenry, EdD, Director; MCJROTC Program, TECOM

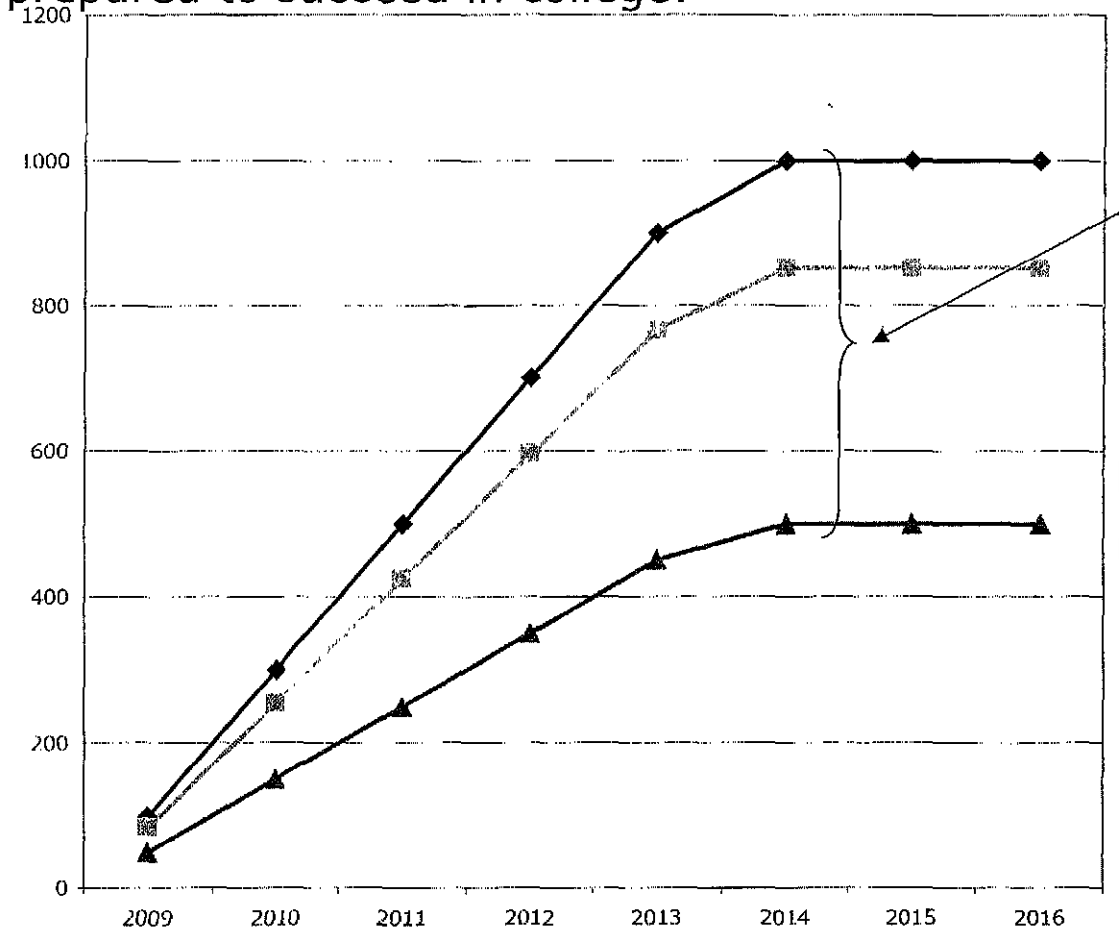
NOBLE NETWORK OF CHARTER SCHOOLS

OPERATING NOBLE STREET CHARTER SCHOOL

NOBLE VISION: 2020

Preparing 2,020 New College Graduates by the Year 2020

Our goal – for 2,020 Noble graduates to graduate from college by the Year 2020 – begins with serving more students and ensuring that they are prepared to succeed in college:



When Noble campuses are at full scale, twice as many students as would have gone to college out of a traditional district high school will go to college from a Noble campus

Noble High-School Graduates

Noble Graduates Expected to Go to College*

District College-Going Rate^

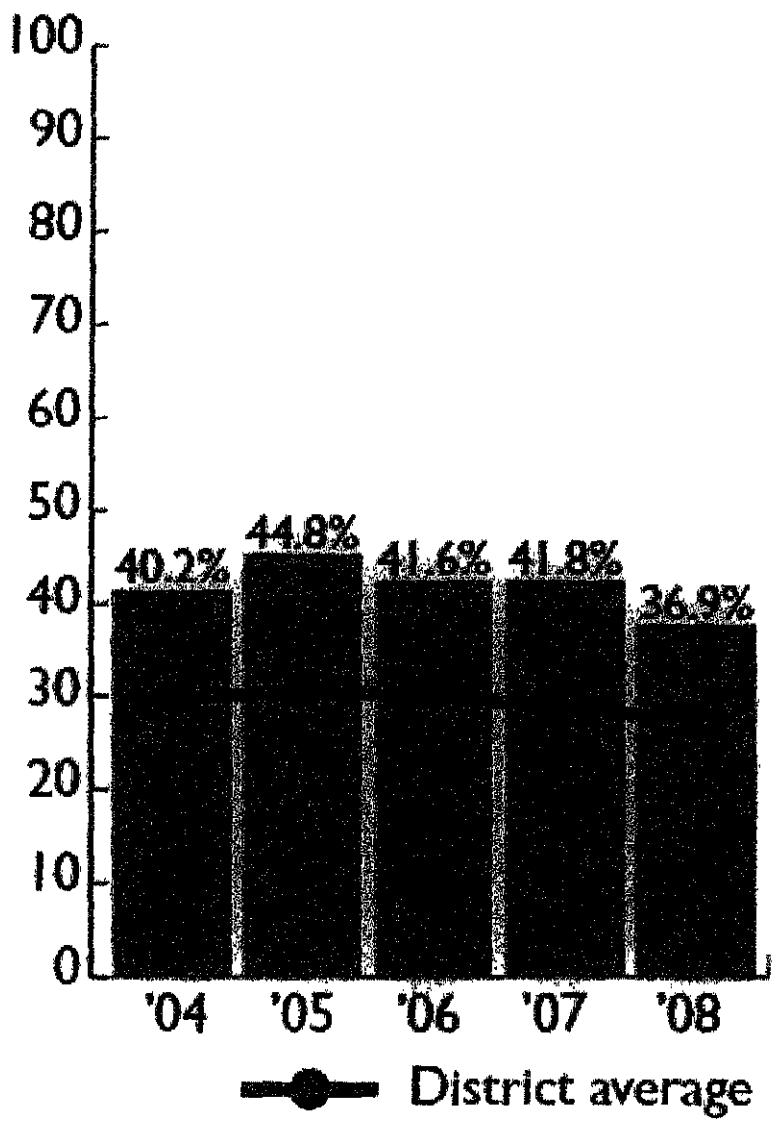
*based on historical Noble statistics

^News Release College Enrollment for CPS Grads Reaches 50% Mayor's Press Office, May 13, 2008

PSAE Student Performance Over Time

Percentage of 11th grade students meeting and/or exceeding state standards.

PSAE composite



PSAE 2008

PSAE Reading: **39.8%**

PSAE Math: **36.3%**

PSAE Science: **34.5%**

ACT average composite: **18.4**

WorkKeys Reading: **48.7%** score between 5 and 7

WorkKeys Math: **40.8%** score between 5 and 7

Research on CHARACTER COUNTS!: Summary

Academic Achievement

First, evidence is mounting that CHARACTER COUNTS! improves academic performance. For instance:

1. Cocoa, Florida. CC! improved test scores at Atlantis Elementary. The percentage of students scoring 3 or above (on an ascending 1-5 scale) on the Florida Comprehensive Assessment Test jumped from 45 percent to 78 percent in one year According to scholars Robert Williams and Rosemarye Taylor, "There is a strong sense of a community of learners [at the school] and a culture that embraces the Six Pillars of Character education. This environment has resulted in fewer discipline referrals and increased achievement." [*Source*: Williams and Taylor, *Leading With Character to Improve Student Achievement*, 2004]

2. Easton , Maryland. Schools that use high levels of CC! have shown statistically significant gains in academic performance, according to an evaluation released by the Maryland. Department of Education.

Behavior and Attitudes

We have results from 24 sources on CC!'s impact on general behavior and attitudes. Some are simple comparisons, others are sophisticated studies, but CHARACTER COUNTS! has led to improvements in every case, and usually dramatically. The evidence comes in three categories:

1. **the South Dakota State University study**, the most detailed and scientific assessment to date,
2. **data on juvenile crime in Florida**;
3. **school records of disruption**; and
4. **other surveys** and questionnaires.

I. SOUTH DAKOTA STUDY

One of the nation's most thorough and multi-faceted assessments of character education has been taking place in South Dakota since 1997-98. It is a five-year study of CHARACTER COUNTS! and uses an extensive questionnaire covering demographics, attitudes, and behavior. Each year researchers based at South Dakota State University collect the evaluation forms from large numbers of students and teachers. The student sample comprises as many as 8,419 respondents.

The results show that CHARACTER COUNTS! cut crime and drug use sharply from 1998 to 2000. Students who said they had:

- Broken into another's property dropped 50 percent.
- Used a fake ID dropped 56 percent.
- Taken something without paying dropped 46 percent.
- Drunk alcoholic beverages dropped 31 percent.
- Taken illegal drugs dropped 32 percent.

- Defaced or vandalized property dropped 46 percent.
- Used physical force against someone who insulted them dropped 33 percent.

The program led to many other improvements. For example, students who said they had:

- Cheated on an exam dropped 30 percent.
- Received a detention or suspension dropped 28 percent.
- Missed class without a legitimate excuse dropped 39 percent.
- Teased someone because of race or ethnicity dropped 45 percent.
- Borrowed money without repaying it dropped 34 percent.

Among the other findings:

- Students reported improvement in every category of misdeed assessed.
- Teachers reported better student behavior toward others and authority.
- CHARACTER COUNTS! especially affected students in grades 1-6.
- The more exposures per month students had to CHARACTER COUNTS!, the better they behaved.

The South Dakota State 4-H Foundation funded the research, and Rachelle Walsh-Vettern, Marcey Moss and Bill Wright (all associated with South Dakota State University) carried it out

II. FLORIDA DATA ON JUVENILE OFFENSES

St Johns County lies on the Atlantic coast just south of Jacksonville. CHARACTER COUNTS! began there in 1998-99. By 2002-03, youth crime had dropped dramatically. It also declined significantly compared to the Florida state average -- and especially compared to Flagler County, which has never had CC!. Flagler lies just south of St. Johns and resembles it geographically, ethnically, and socioeconomically.

Below are official 2002-03 figures for juvenile offenses committed "on school grounds, on school transportation, and at off-campus, school-sponsored events," compared to those in 1997-98, the year before CC!:

- **Cases of battery** in St. Johns dropped to 18 percent of the pre-CC! level -- compared to 84 percent in Flagler County and 67 percent in Florida.
- **Cases of larceny** in St. Johns fell to 11 percent of the pre-CC! level -- compared to 88 percent in Flagler County and 49 percent in Florida
- **Drug offenses** were 49 percent of the pre-CC! level -- compared to 213 percent in Flagler County and 118 percent in the state.
- **Alcohol offenses** were 19 percent of the pre-CC! level -- compared to 606 percent in Flagler County and no change in the state
- **Harassment cases** were 47 percent of the pre-CC! level -- compared to 789 percent in Flagler County and 76 percent in the state.
- **Total property offenses** fell to 17 percent of the pre-CC! level -- compared to 90 percent in Flagler County and 50 percent in the state.
- **Total juvenile crimes** fell to 26 percent of the pre-CC! level -- compared to 91 percent in Flagler County and 49 percent in the state

[*Source* Florida Department of Education]

III. RECORDS OF DISRUPTION

Discipline referrals and other school records of disruption are useful evidence, since they show actual behavior. In 13 of the 14 cases below, CC! strikingly reduced the number of disruptions at school. In the 14th, the effect was less marked, though still positive.

1) **Tulare County, California.** A principal reported that, among his nearly 300 sixth-grade students, suspensions decreased almost 30 percent during the first six months of the 1999 school year and 22 percent for the entire year. At another school, a sixth-grade teacher reported that discipline referrals had decreased by nearly 50 percent since implementing CHARACTER COUNTS! [*Source*. John Forenti, former CC! Coordinator, Tulare County]

2) **Tulare County, California** CC! almost eliminated recidivism at Tulare County Probation Youth Facility in California. Just 8% of the youths in the modified "boot camp" committed crimes in post aftercare, compared to a national rate of 72% -- an amazing result. Only 30% of youths committed crimes in residence -- less than half the national average of 64%. [*Source*: John Forenti, former CC! Coordinator, Tulare County]

3) **Tulare County, California.** In 1997 Donna Glassman-Sommer became principal at Kaweah High School. Michael Josephson had trained her in CHARACTER COUNTS!, and she immediately implemented it pervasively In her second year, 1998-99, a new high school opened nearby and enrollment at Kaweah fell by about 50 percent, from 150 to around 75 students. Even considering the reduced enrollment, the dropoff in disruption has been marked:

- Discipline referrals fell from 553 in the 1997-98 school year, the first with CC!, to 67 in 2000-2001 -- a decline of 88 percent over four years. Factoring in the halved enrollment, the decline is 76 percent.

- Dropouts fell from 17 in 1996-97, the year just before CC!, to only 2 in 1999-2000 -- a decline of 88 percent. With the halved enrollment, the decline is 76 percent.

- Suspensions fell from 259 in 1997-98 to 69 in 1999-2000 -- a dropoff of 73 percent. With the halved enrollment, the decline is 47 percent

- Expulsions fell from 17 in 1997-98 to 2 in 1999-2000 -- a decline of 88 percent. With the halved enrollment, the decline is 76 percent. [*Source*· John Forenti, former CC! Coordinator, Tulare County]

4) **Easton, Maryland.** In 1997, the year before CHARACTER COUNTS! was introduced to Moton Elementary School in Easton, teachers reported 115 incidents of classroom disruption. In 1998, the number fell to 36

5) **Frederick County, Maryland.** Since introducing CC! at Ballenger Creek Elementary School, administrators report that referral rates are down more than 50 percent, incidents of violence are rare and attendance averages are in the upper 90th percentile.

6) **Montcalm County, Michigan.** At Blanchard Elementary, among 250 students, there were 106 discipline referrals in the fall of 1996-97, and 113 in the spring. Next year there were 68 discipline referrals in the fall of 1997-98, and only 34 in the spring In other words, the number dropped 36 percent for the fall semester and 70 percent for the spring. In the third

year there were 36 referrals in the fall of 1998-99. That is, the number for the fall semester had dropped 66 percent over two years. (*Source*: Principal Sheryl Presler)

7) **Montcalm County, Michigan.** At Webb Elementary, in the first semester of 1997-98 there were 60 discipline referrals, and in the second there were also 60. In the first semester of 1998-99, the number fell to 40.

8) **Montcalm County, Michigan.** At Lakeview Middle School, there were 425 discipline referrals in the first semester of 1997-98, and 430 in the second In the first semester of 1998-99, there were 389

9) **Albuquerque, New Mexico.** One of the earliest tests of CC! occurred at Bel-Air Elementary School. During September 1993 the school issued 64 official reprimands for bad behavior. Four months after systematically teaching the Six Pillars, with definitions and examples, the number of official reprimands had dropped to 17. The number of fights fell from 25 to 6. And the numbers stayed low. "Kids were bringing violence from the community into the school area," recalls Mary Jane Aguilar, then Bel-Air's school counselor. "We used to say things like 'that's not respectful' and get a glazed look You cannot expect a child to make a choice unless he knows two things. And many of our children only knew the aggressive response."

10) **Albuquerque, New Mexico.** The 570 students at gang-plagued Garfield Middle School first were exposed to CHARACTER COUNTS! in October 1994. During the first 20 days of that school year, there were 91 recorded incidents of physical violence. One year later, during the same period, there were 26 such incidents (*Source*: Then-principal Louis Martinez)

11) **Albuquerque, New Mexico.** Duranes Elementary School had 32 suspensions in 1993, the year before it began CHARACTER COUNTS!. It has had 2 so far in 2001-2. "Good behavior has become the norm and misbehavior the exception," said principal Gabe Garcia in the U S Department of Education's "Community Update," October, 2001.

12) **Granbury, Texas.** Granbury Middle School had 65 recorded fights in the year before CHARACTER COUNTS! began. In the second year of its implementation, it had 19. [*Source*: Principal Jimmy Dawson in *Hood County News*, Oct. 31, 2005]

13) **Lubbock, Texas.** At North Ridge Elementary, in the Frenship ISD, there were 425 discipline referrals to the assistant principal the year before the school adopted CHARACTER COUNTS!. That number fell to 220 during the first year of the program, a 48 percent decrease. "The improvement in discipline has allowed teachers to move from giving kids information to helping kids access and process information Teachers have become facilitators of learning," wrote analysts Patricia Cloud Duttweiler and Marilyn Madden. (*Source*: "The District That Does What's Best for Kids: Frenship ISD," a Report for the Edna McConnell Clark Foundation, Winter 2001.)

14) **Round Rocks, Texas.** After the Round Rocks School District in Texas initiated character education classes, Round Rocks' Jollyville Elementary School reported a 40% drop in disciplinary referrals

15) **West Des Moines, Iowa.** At the Clegg Park Elementary School, which has had CC! since fall of 1997, "time-outs" are down from 494 in the first quarter four years ago to 131 last year Likewise, "quiet tables" (detentions) are down from 94 to 10 over that same time period, a dropoff of 89 percent

16) **Lombard, Illinois.** Glenn Westlake Middle School introduced CHARACTER COUNTS! in 1997-98, and has kept track of its disciplinary problems since then. It found:

- Suspensions increased 18 percent in the first year.
- Suspensions dropped 35 percent in year two (1998-1999)
- Suspensions dropped 24 percent in year three (from 1998-1999 to 1999-2000). Overall, they dropped 50 percent from 1997-98.
- In year two, repeat suspensions fell 43 percent.
- There was an average of 40 students suspended for fighting per year prior to the introduction of CHARACTER COUNTS! Subsequently:
  - First year: no significant change
  - Second year: 29 percent reduction
  - Third year: 23 percent reduction
- Over two years, the number of students participating in extra-curricular activities increased 43 percent.

17) **Lombard, Illinois.** CC! began in Glenn Westlake Middle School in 1997-98, and Lombard police report that from 1997 to 2002, offenses typical of youths decreased. Crime reports of:

- Graffiti fell from 115 to 45 (61%).
- Curfew violation fell from 50 to 16 (68%).
- Truancy fell from 51 to 19 (63%)
- Marijuana use or possession from 109 to 89 (18%).
- Illegal alcohol use or possession from 102 to 60 (41%).

IV. OTHER SURVEYS

Other surveys of CC! participants have taken place, and all are consistent with its conclusions. They have occurred in Virginia, Louisiana, Nebraska, Iowa and New Mexico:

VIRGINIA: Teacher observation

The largest detailed scientific survey of elementary school teachers has been underway in Virginia since 2000. For the past two years, Dr. Michael Lambur and Joe Hunnings of Virginia Tech have evaluated the 4-H/CHARACTER COUNTS! program in elementary schools across the state. Though precise numbers are not yet available, the conclusion is clear. CC! improved student behavior in every category assessed.

The researchers asked teachers to judge 24 kinds of student behavior, four for each Pillar of Character. For instance, "Set a good example for others to follow" fell under responsibility, and "Do what you say you will do" under trustworthiness.

In 2001, teachers returned surveys from 55 schools representing 7,014 elementary school students. Of the 24 categories, investigators found statistically significant (<0.05) improvements in all but three· cheating (trustworthiness), using threats (respect), and judging others (respect). Even in these areas, changes moved in the right direction When researchers calculated scores for each Pillar as a whole, they found statistically significant (<0.05) improvements in all Six Pillars.

In 2002, teachers returned surveys from 27 schools representing 462 classrooms and 7,740 elementary school students. This time results were even better. The investigators found statistically significant (<0.05) improvements from pre- to post-measurement in all 24 categories. When researchers calculated scores for each Pillar as a whole, they found statistically significant (<0.05) improvements from pre- to post-measurement for all Pillars.

The researchers conclude, "Overall, this data indicates that the 4-H/CC! program is making a significant impact in elementary schools in increasing behaviors that reflect positive character development."

The study is ongoing. The investigators will evaluate elementary school teachers once again in 2002-3, as well as assess outcomes at the middle and high school student level, and gain perspectives from school administrators

LOUISIANA: Teacher observation

In 1998-99 the Louisiana Cooperative Extension Service surveyed teachers in 48 parishes (counties) regarding their perception of behavioral change in students who had used the CC! Coalition's "Exercising Character" lesson plans They received responses from 735 teachers throughout the state. Of them, 75 to 80 percent observed "some" to "very much" improvement in classroom behavior after using the CHARACTER COUNTS! "Exercising Character" lessons.

- Has behavior improved related to the Pillar of trustworthiness?
  78 4 percent reported "some" to "very much" improvement
- Has behavior improved related to the Pillar of respect?
  78.4 percent reported "some" to "very much" improvement.
- Has behavior improved related to the Pillar of responsibility?
  79.5 percent reported "some" to "very much" improvement
- Has behavior improved related to the Pillar of fairness?
  77 2 percent reported "some" to "very much" improvement.
- Has behavior improved related to the Pillar of caring?
  81.6 percent reported "some" to "very much" improvement.
- Has behavior improved related to the Pillar of citizenship?
  74 7 percent reported "some" to "very much" improvement.

Thirty-eight percent of respondents indicated that, apart from teaching lessons on the Six Pillars, they spent an extra five to 15 minutes per day on character education. Only 5.4 percent stated that they spent no additional time on character education.

In 1999-2000, the Louisiana Cooperative Extension Service surveyed 191 principals and 75% of them observed "some" to "very much" improvement in behavior at their schools.

NEBRASKA: Teacher observation

In 2000 a survey took place of Nebraska teachers and facilitators using the Six-Pillar framework. Among the 57 respondents:

- 85 percent reported an overall positive difference in the children they teach.
- 73 percent reported students using the language of the Six Pillars.
- 75 percent reported changing their own behavior as a result of teaching CHARACTER COUNTS!.
- 61 percent reported seeing students help each other more frequently.
- 55 percent reported seeing few instances of students blaming others.
- 50 percent reported seeing more instances of students being truthful.

The teachers also noted that they now had a greater awareness of themselves as models for desirable behavior and that CHARACTER COUNTS! had enabled them to focus more on students' positive behavior.

IOWA: Parent observations, student and teacher self-assessments

In 1999, Clegg Park Elementary School in West Des Moines surveyed parents, students, faculty and staff to gauge the effectiveness of its CHARACTER COUNTS! program.

Parents (114 responses)

- Have you seen any changes in your child's behavior that might be the result of CHARACTER COUNTS!?
  94 percent said "yes," 26 percent said "a lot," 68 percent said "a little," and 7 percent said "not at all"
- Does the CHARACTER COUNTS! program seem like a worthwhile effort to you?
  99 percent said "yes," 85 percent said "a lot," 14 percent said "a little," and 1 percent said "not at all"
- Has your child mentioned any of the Six Pillars of Character in conversation at home?
  98 percent said "yes," 51 percent said "a lot," 47 percent said "a little," and 2 percent said "not at all"
- Has your child talked about what he/she has learned in our "success assemblies"?
  78 percent said "yes," 20 percent said "a lot," 58 percent said "a little," and 22 percent said "not at all"
- Have you participated in CC! home projects?
  62 percent said "yes."

Students

- Do you think your behavior has changed after learning about the Six Pillars of character?
  82 percent said "yes," 49 percent said " a lot," 33 percent said "a little," and 18 percent said "not at all"
- Do you think that learning about character traits such as T.R.R.F.C.C. [the Six Pillars] has been important to you?
  89 percent said "yes," 67 percent said "a lot," 22 percent said "a little," and 11 percent said "not at all."
- Do you think the other students' behaviors have changed as a result of CHARACTER COUNTS!?
  83 percent said "yes," 28 percent said "a lot," 54 percent said "a little," and 17 percent said "not at all "

Faculty/Staff (29 responses)

- Do you think CHARACTER COUNTS! has had an impact on you personally? 93 percent said "yes" and 7 percent said "no "

NEW MEXICO: Parent observation

In 1998, the local CHARACTER COUNTS! task force surveyed parents in Albuquerque. Among the results:

- 94 percent agreed that "it is important to teach character education in the public schools."
- 73 percent (83 percent of parents with children in elementary school) agreed with the statement, "I believe the character education program at my child's school has made a difference in student behavior." This finding parallels that in South Dakota, suggesting that CC! has a bigger impact on younger children.

Jane Dye

From: Dianne E Way-Ricks
Sent: Wednesday. August 19, 2009 9 12 AM
To: Jane Dye
Subject: Estimates

Here you go

- 4 Smartboards. ~$15,200 00
- 2 Elmo ~$1,300 00
- 30 Computers (keyboards, monitor, mouse. processor). ~$24,000 00
- School Messenger (ASP/Web Based) ~$2 75/Student (Not sure how many students so could not calculate for you)
- School Web Page· ~$1500 00/yearly
- Teacher Web Pages ~$38 00/Teacher Page

Not really sure about the phone system Let me know if this is what you need.

Thanks!!

Dianne E Way-Ricks
Belle Chasse Academy
Technology Manger
dwayricks@bellechasseacademy com
(504) 433-5850 x 130
I can do all things through Christ that strengthens me Philippians 4 13

BELLE CHASSE ACADEMY

100 FIFTH AVENUE * NAS/JRB * BELLE CHASSE LOUISIANA 70037
Phone (504) 433-5850 Ext 111 Fax (504) 433-5590

August 21. 2009

Dear BESE Charter School Authorizers

I am writing this letter to confirm Belle Chasse Academy's commitment to providing the New Orleans Military/Maritime Academy with the services as outlined in their Type 2 charter application

As a feeder school to this unique high school Belle Chasse Academy will provide instructors for Professional Development, provide Pupil Appraisal Services, assist with the implementation of Response to Intervention (RtI) activities, and share part-time enrichment (music, theater, art) teachers Additionally, during the early years of operation of the school, Belle Chasse Academy will partner with the high school in the offering of extra-curricular activities

If you have additional questions, please do not hesitate to contact me or the Belle Chasse Academy Principal, Ms Jane Dye

Sincerely

Thomas P. Cruser

Thomas Cruser
President, Board of Directors

Dr. Robert J. Marzano

Robert J. Marzano is cofounder and CEO of Marzano Research Laboratory in Denver, Colorado A leading researcher in education, he has become a speaker, trainer, and author of more than 30 books and 150 articles on topics such as instruction, assessment, writing and implementing standards, cognition, effective leadership, and school intervention His books include Designing & Teaching Learning Goals & Objectives, District Leadership That Works, Designing & Assessing Educational Objectives, Making Standards Useful in the Classroom, and The Art and Science of Teaching. His practical translations of the most current research and theory into classroom strategies are internationally known and widely practiced by both teachers and administrators He received a bachelor's degree from Iona College in New York, a master's degree from Seattle University, and a doctorate from the University of Washington

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Rick Wormeli

One of the first Nationally Board Certified teachers in America, *Rick Wormeli* brings innovation, energy, validity and high standards to both his presentations, and his instructional practice, which includes more than 20 years teaching math, science, English, physical education, health, and history *Rick*'s work has been reported in numerous media, including ABC's Good Morning America, National Geographic, Good Housekeeping, What Matters Most Teaching for the 21st Century, and the Washington Post *Rick Wormeli* is a columnist for the National Middle School Associations' Middle Ground magazine In addition, he is the author of the award-winning book, Meet Me in the Middle Becoming an Accomplished Middle Level Teacher, as well as the best-selling books Day One and Beyond Practical Matters for New Middle Level Teachers and Fair Isn't Always Equal Assessment and Grading in the Differentiated Classroom He also published Summarization in any Subject (ASCD) *Wormeli*'s classroom practice is the showcase for the first tape of best-selling video series, At Work in the Differentiated Classroom

With his substantive presentations, sense of humor, and unconventional approaches, *Rick Wormeli* has been asked to present in 49 states, Canada, China, Europe, Japan, Korea, Australia, the Middle East, and at the White House He is a seasoned veteran of many international Web casts, and is recipient of Disney's American Teacher Awards 1996 Outstanding English Teacher of the Nation He has also been a consultant for National Public Radio, USA Today, Court TV, and the Smithsonian Institution's Natural Partners Program and their search for the Giant Squid

Related links http://www.aeispeakers.com/print.php?SpeakerID=1100.

Bibliography

Fair Isn't Always Equal Assessing and Grading in the Differentiated Classroom
by Rick Wormeli

Differentiation From Planning to Practices, Grades 6-12
by Rick Wormeli

Summarization In Any Subject 50 Techniques To Improve Student Learning
by Rick Wormeli

Meet Me in the Middle Becoming an Accomplished Middle-Level Teacher
by Rick Wormeli

Making Differentiation a Habit How to Ensure Success in Academically Diverse Classrooms
by Diane Heacox, Rick Wormeli

Day One & Beyond Practical Matters for New Middle-Level Teachers
by Rick Wormeli

Educational Components

The balance and integration of the three educational components offered at New Orleans Military/Maritime Academy

- ✓ academic,
- ✓ social, and
- ✓ character education

will provide a unique learning opportunity for highly motivated students who desire a distinctive high school educational experience. The Military/Maritime Academy will afford the structure and environment to foster academic success and the personal motivation and skills needed by our youth to succeed in our changing world

Long Term Operational Objectives

Modern, well maintained facility, modern equipment and superb technology, a sustained record of sound fiscal management; a track record of superb operational support of programmatic elements, and the establishment of an endowment to ensure future fiscal solvency and modernization and refurbishment as the school becomes an older and established educational institution

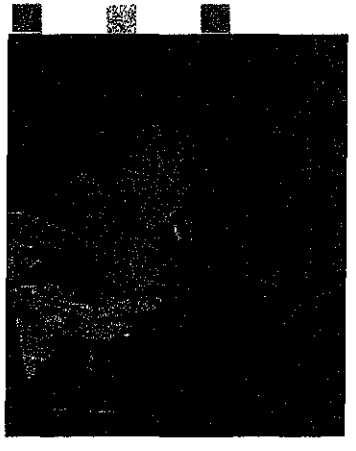
Insert Logo Here

For more information about

New Orleans Military/Maritime Academy contact

Algiers, Louisiana

NEW ORLEANS MILITARY/MARITIME ACADEMY



Mission Statement

The mission of New Orleans Military/Maritime Academy is to educate high school students, no matter their background or previous school experience, to fully achieve their personal and academic potential through the acquisition of core knowledge and the skills of analysis, problem-solving, communication, and global responsibility

2010-2011

Student Registration Form (Please Print)

ALL DATA on this form is REQUIRED to complete the registration process.
Incomplete forms WILL NOT be processed!

ent First Name	Student Middle Name	Student Last Name

Gender	Birthday (mm/dd/yy)	Grade	Primary Language	Soc Sec Num
☐ M ☐ F				

Race (Please Check One)	Residence Status of Parent/Guardian (Please Check One)
☐ 1 American Indian ☐ 2 Asian ☐ 3 Black ☐ 4 Hispanic ☐ 5 White	☐ 1 Active Duty On Base ☐ 2 Active Duty Waiting List (Housing) ☐ 3 Active Duty Off Base ☐ 4 Reserve ☐ 5 Retired ☐ 6 Department of Defense ☐ 7 Staff ☐ 8 Civilian

Student Address	Student Home Phone

Student City	Student State	Student Zip

Student Home Telephone Number	Father/Guardian First Name	Father/Guardian Last Name	Father/Guardian E-Mail Address
Parents Cell Phone	**Mother/Guardian First Name**	**Mother/Guardian Last Name**	**Mother/Guardian E-Mail Address**

Parent/Guardian Address (if same as student write same)	Relationship to Student

rk Phone Number	Employer Name

Guardian/Parent Branch of Service	Guardian/Parent Military Rank	Federal Work Property
☐1 Navy ☐2 Army ☐3 Air Force ☐4 Marines ☐5 Coast Guard		☐ 1 NSA ☐ 2 NAS ☐ 3 Jackson Barracks ☐ 4 Uniformed Services ☐ 5 US Post Office

Current School and Address	Current School District

Does your child have or ever had an IEP? ☐ Yes ☐ No	Does your child have sibling attending BCA? ☐ Yes ☐ No	Name of Sibling(s)
If you checked Yes, what is your child's Exceptionality? This includes Gifted, Speech or any other Exceptionality		Inbound Expected Date of Arrival into New Orleans

Parent Signature	Date Submitted

To Be Completed By School

Date Rec'd. ____/____/____ **Student Enrolled.** ☐ Yes ☐ No **Information Verified.** ☐ Yes ☐ No

HR Teacher _____ **Teacher No.:** _____ **Homeroom:** _____

Start Date: ____/____/____ **Entry Code:** _____ **Meal Status:** ☐ Free ☐ Reduced ☐ Pay

ew Orleans Military/Maritime Academy

☐ **Entered in Access**
☐ **Entered in SIS**
☐ **Schedule Input**
☐ **Meal Status Entered in SIS**

New Orleans
Military/Maritime Academy

Student	
Grade	
Teacher	

To complete the registration process, you are required to provide the following documents to the Belle Chasse Academy office for copying.

PLEASE NOTE: Only original documents will be accepted for copying when registering.

- ☐ 1. Original Birth Certificate
- ☐ 2. Social Security Card
- ☐ 5. Immunization Records (all immunizations must be up-to-date)
- ☐ 6. End of Year Report Card from previous school year
- ☐ 7. Standardized Test Scores if entering from home-school
- ☐ 8. LEAP Scores for 9th graders if entering from a Louisiana School
- ☐ 9. Current I.E.P. and Evaluation (if applicable)
- ☐ 10. Ethnic/Special Needs Status (form enclosed)
- ☐ 11. Request for Records (form enclosed)
- ☐ 12. Primary Language Survey (form enclosed)
- ☐ 13. Student Health & Development History (form enclosed)
- ☐ 15. New Parent Orientation Form

The listed documentation must be provided to the Military/Maritime Academy Student Data Office in its entirety before your child is considered enrolled in the Military/Maritime Academy. We are unable to accept incomplete registration applications. Failure to provide this information will result in the loss of your child's placement for the upcoming academic year.

The Military/Maritime Data Office will accept registration documents from June 21, 2010 through August 6, 2010, from 8:30 a.m. until 12:00 noon. Registration documents will not be accepted on August 5 due to New Parent Orientation. We will make copies from your original documents. If you have any questions please contact the Military/Maritime Student Data Office at ____-_____.

We thank you for your immediate response to this request, and look forward to serving your family in the coming year.

Sincerely,

New Orleans Military/Maritime Academy

ES/SN Ethnic Status / Special Needs

Dear Parent or Guardian

Please complete an ES/SN form for each student This data is required by the Louisiana Department of Justice to ensure compliance with our non-discriminatory admissions policy Additionally, failure to maintain this data may result in loss of school eligibility for some funding sources and more importantly, failure to adequately meet the needs of our student populations Completion of this form is voluntary

Name of Student: _____

Ethnic Status (Please check one)

- ☐ Hispanic
  Are you Hispanic/Latino?
- ☐ American Indian/Alaskan Native
- ☐ Asian
- ☐ Black
- ☐ Native Hawaiian or other Pacific Islander
- ☐ White

Country where student was born	
Is student a U.S. citizen:	☐ Yes ☐ No
If born outside U.S., entry date into the U.S. as a resident	

Special Needs

Does your child have a current Individualized Education Plan (IEP)? ☐ No ☐ Yes

Has your child ever been identified as a Special Needs student (this includes Speech, Gifted or any other Exceptionality)? ☐ No ☐ Yes

Has your child ever been evaluated as a potential Special Needs student? ☐ No ☐ Yes

Has your child ever repeated a grade? ☐ No ☐ Yes If yes, list all grade(s) repeated _____

Do you have any special concerns about your child? ☐ No ☐ Yes (if you check yes, please explain below)

_____

_____

New Orleans Military/Maritime Academy

STUDENT LANGUAGE SURVEY

Student Name:		Parent/Guardian Name
Date of Birth	Grade	Home Language

In order for this school to plan and provide educational programs for all of our students, it is necessary for us to identify the native language used within the home Please answer the following questions

What was the first language learned by the student? ☐ English ☐ Other _____

Language other than English used at home? (if applicable) ☐ English ☐ Other _____

What language do you. the parents, use most often in your home? ☐ English ☐ Other _____

What language is most often spoken by your child? ☐ English ☐ Other _____

What language does the mother speak to the child? ☐ English ☐ Other _____

What language does the father speak to the child? ☐ English ☐ Other _____

What language does the child speak to the mother? ☐ English ☐ Other _____

What language does the child speak to the father? ☐ English ☐ Other _____

_____ _____

Parent/Guardian Signature Date

New Orleans Military/Maritime Academy

STUDENT RECORDS REQUEST

PREVIOUS SCHOOL NAME & ADDRESS

_____

_____

_____

SCHOOL PHONE _____

SCHOOL FAX: _____

STUDENT NAME:

_____

GRADE: _____

AGE _____

Dear Records Custodian:

The above named student has enrolled in our school. Please send us a transcript of grades, health and attendance records and any other data that will help us place the student <u>INCLUDING ALL RECORDS FROM PRIOR SCHOOLS.</u>

If the student attended any types of special education programs, please include copies of the following:

*Evaluation reports (intelligence, academic, standardized tests,

Speech/language, medical behavior)

*Parental consent for evaluation

*Parental consent for placement

*IEP/diagnostic summary

In compliance with the Federal Family Education Rights and Privacy Act of 1974, I hereby authorize the above school to forward any information from my child's official school record, which may be requested by an institution of higher learning or prospective employer.

Parent Signature_____ Date _____

NEW ORLEANS MILITARY/MARITIME ACADEMY STUDENT HEALTH AND DEVELOPMENTAL HISTORY

Grade: _____ Teacher: _____

Student's Name: _____ Date of Birth: ____/____/____ Male Female

Home Address: _____ City: _____ State: _____ Zip: _____

Parent/Guardian Name: _____ Home Phone: _____ Work Phone: _____

Student's Doctor: _____ Student's Dentist: _____

PERSONAL HISTORY: Please check if your student has ever had the following: **FAMILY HISTORY:**

√	ILLNESS	DATE	√	ILLNESS	DATE	√	ILLNESS	RELATIONSHIP
☐	Allergies		☐	Skin Disease		☐	Asthma/Hay Fever	
☐	Asthma		☐	Tuberculosis		☐	Cancer	
☐	Chicken Pox		☐	Ulcers		☐	Convulsions	
☐	Convulsions		☐	Anemia		☐	Diabetes	
☐	Ear Infections		☐	Blood Disease		☐	Heart Disease	
☐	Fainting Spells		☐	Nervous Disorder		☐	High Blood Pressure	
☐	Frequent Colds		☐	Mental Disorder		☐	Mental Disorder	
☐	Headaches		☐	Other		☐	Stroke	
☐	Kidney Disease		☐	Other		☐	Tuberculosis	
☐	Pneumonia		☐	Other		☐	Sickle Cell Disease	
☐	Rheumatic Fever		☐	Other		☐	Other	
☐	Sickle Cell Disease		Condition of Teeth:			☐	Other	

Abnormalities. _____

If any other disease, give details and dates: _____

If student has had surgery, give details and dates

_____

If student has been hospitalized, give details and dates:

_____

Did mother have any illness, or complications during pregnancy: ☐No ☐Yes (If Yes, Explain). _____

Student was: ☐Full Term ☐Early ☐Late Student's condition was ☐Good ☐Poor (Explain):

_____

Did student develop normally? ☐Yes ☐No Is student: ☐Large ☐Average ☐Small Is student clumsy? ☐ Yes ☐No

Does student have a vision problem?: ☐Yes ☐No Does student have a hearing problem? ☐Yes ☐No

Is student's attention span ☐Good ☐Poor Describe student's sleep habits.

_____

Describe temperament with other people _____

Is student on any medication routinely: ☐Yes ☐No Explain: _____

Is there anything else school personnel should know about your student? _____

Parent/Guardian Signature _____ Date _____

DISCIPLINE POLICY—MILITARY/MARITIME ACADEMY

Cadet Creed

I am a Junior ROTC cadet. I will always conduct myself to bring credit to my family, country, school, and the corps of cadets.

I am loyal and patriotic I am the future of the United States of America

I do not lie, cheat, or steal and will always be accountable for my actions and deeds.

I will always practice good citizenship and patriotism

I will work hard to improve my mind and strengthen my body

I will seek the mantle of leadership and stand prepared to uphold the Constitution and the American way of life.

May God grant me the strength to always live by this creed

Five General Orders

Be at the right place. at the right time, with the right materials.

Follow the orders of the faculty. staff, and cadet leaders appointed over me.

Refrain from loud and boisterous behavior

Engage in no public display of affection.

Remain in uniform at all times.

Students are encouraged to make appropriate choices regarding their personal conduct. Parents play an important role to ensure appropriate conduct occurs at school. Appropriate school behavior must be taught at home so it can be practiced at school. What follows is an outline of how the faculty and staff will establish order and support the development of good conduct at school.

Parents will be notified when consequences have been given after a referral has been written. The Military/Maritime Academy believes that the more involved the parents are with their child's education, the chances of their success are enhanced

DAILY CADET CONDUCT

Cadets arrive on time for class, greet the instructor on the way into class

Cadets contribute to the class with appropriate answers to questions.

Cadets wear appropriate clothing

Cadets strive to improve themselves continuously

Cadets honor their word

Cadets demonstrate initiative by doing things without being told to

Cadets remain loyal to their families. fellow cadets and students, their school and their community.

Cadets treat others with dignity and respect regardless of race, religion or gender.

Cadets take care of each other

Cadets wear their uniforms proudly and with distinction.

Cadets maintain appropriate military haircuts.

Cadets do not smoke or wear hats on school grounds

Cadets respond to with adults with a "Yes, or No Sir or Ma'am

Cadets do not lie, cheat or steal

Cadets use appropriate language and do not curse or swear

Cadets do not use drugs

Cadets offer suggestions to improve the system

Cadets maintain a can-do attitude

Cadets respect public and private property

Cadets respect public laws and regulations

Positive Behavioral Incentives and Support System

Traditional discipline techniques focus on punitive responses to inappropriate student behavior A more proactive approach in managing student behavior involves positive reinforcement and support for those students who behave appropriately. Students who misbehave will observe this positive response, and through direct intervention, re-direct their efforts towards behaving appropriately.

The Military/Maritime Academy has adopted the Positive Behavioral Incentives and Support Program This program is being used state-wide and endorsed by the Louisiana Department of Education and the U S Department of Education This is a school-wide program designed to alter negative behaviors by rewarding appropriate behaviors Families are a very important link to the success of this

process The presence of parents in our school not only provides academic support but also creates community and cultural connections

There are four components for successful implementation (a) the Student Behavior committee actively coordinates implementation efforts, (b) broad visibility and consistent. systemic support that can extend beyond the school setting, (c) an on-going evaluation, data collection system, and plan reassessment, and (d) adequate and sustained funding support.

The rewards include, but are not limited to, Merit Points that can be used for prize drawings or can be redeemed for snacks, school supplies, extra computer time, extra field trips, admission to school dances, etc Every 4 ½ weeks (to coincide with progress reports and report cards) all students that comply with the school rules will participate in a banding ceremony. The band will be worn daily as a "badge of success" for good behavior Quarterly merit events will be held for all students with bands

Students who are banded but then subsequently receive a referral will be allowed to keep their band until the next banding period

The PBIS system is designed to provide an effective environment for teaching and learning. as well as improve life-long skills for the family and the community. Family support is the key factor for success of a positive behavior support plan. The Military/Maritime Academy is committed to this program

In addition to the merit system, the school will also enforce a demerit system Cadets of the Military/Maritime Academy must be held to high standards of behavior and conduct. Notwithstanding the duty and responsibility of each teacher to manage their respective classrooms, the administrative compliance program is an additional tool available to ensure the highest standard of conduct for our cadets.

The goal of the administrative compliance program is to reinforce positive behavior and take corrective action for negative behavior/conduct As well, cadets are expected to uphold the highest standards of ethical conduct They are expected to respect each other, the Academy staff, the building, and its contents

The academy shall establish a compliance guideline that rewards positive behavior and addresses misbehavior. These guidelines will form the bases of the Academy merit/demerit systems and will be published in a *Student Cadet Handbook* Each handbook will include

- Uniform/Appearance Standards
- Uniform Cycle
- Academic Standards
- Merit/Demerit System
- Physical Training Requirements

Activity Participation Requirements
Chain of Command Positions and Responsibilities
Cadet Promotion Criteria
Cadet Rank Structure

MERIT/DEMERIT PROCESS

All administrative compliance infractions will follow a three-step approach and will be documented with written counseling via the Assistant Principal or JROTC Officer, signed by the cadet, and a copy retained in the cadet's file The steps are

1 Gather facts to determine the validity of the alleged violation

2 Notify the cadet of the infraction noting appropriate correct behavior or conduct.

3 Apprise cadet of appropriate corrective incentives for repeat violations

The compliance program includes the awarding of merits and demerits that may impact promotion status within the Corps of Cadets, participation in extracurricular activities, and special details The Principal or Commandant may levy a behavioral consequence against a cadet. A cadet may refute merits or demerits in writing to the Principal or Commandant, who shall review the alleged infraction and determine the appropriate award. Cadet rebuttals shall become part of their JROTC file

MERITS

Positive reinforcement through the awarding of merits for exceptional and/or extra effort is the cornerstone of the military administrative compliance program Any member of the academy staff, whether instructional or non-instructional. may complete a memorandum for record to the Principal or Commandant detailing a cadet action that deserves extra attention

The JROTC Officer or designee will, at a minimum, periodically conduct a written counseling session with each cadet detailing the positive behavior for which a cadet is being recognized Accumulated merits may result in significant positive consequences Possible outcomes include, but are not limited to.

Letter of Commendation
Cadet of the Quarter/Year
Cadet NCO of the Quarter/Year
Early Promotion
Plaque/Awards/Medals/Coins
Field Trips
Special Uniforms and/or Uniform Accoutrement
Banding

DEMERITS

Just as positive behavior earns merits, incorrect or improper behavior results in demerits Penalties for accumulated demerits may include a combination of the following.

Written Counseling	After-School Detention
Extra Military Instruction (EMI)	Meeting with Parents
Loss of Privileges	Peer Jury
Reduction of Rank	Disenrollment/Transfer
Denial of Promotion	Suspension/Expulsion

EXTRA MILITARY INSTRUCTION (EMI)

Cadets may be sanctioned with EMI This step is designed to correct behavior before actions are referred to the Student Code of Conduct Three types could be issued:

- Cadets with constant uniform infractions and a demonstrated inability to maintain proper uniform may be inspected throughout the day, over and above the normal inspection schedule This will ensure that the cadet maintains the correct uniform during the entire day.
- Cadets often tardy or who cut classes can be mandated to report to the attendance office on a particular schedule for a prescribed amount of days Failure to report as scheduled will be considered insubordination and subjected to detentions/suspensions
- Cadets with general misbehavior issues that would call for detention could serve after school EMI, during which a cadet would receive 45 minutes of additional instruction

PEER JURY

To empower cadets and create another avenue to help with discipline, peer juries will be created at the academy to work with first-time or low-level offenders These cadets will, with the supervision of an adult, impose consequences on the offender. They shall also have the power to recommend higher levels of corrective incentives to the administration However all consequences and recommended incentives must comply with the academy's disciplinary matrix for infractions

STUDENT CODE OF CONDUCT

All Student Code of Conduct violations (1-3) that cannot be corrected by the Merit/Demerit or EMI systems will be forwarded to the Assistant Principal/Principal or Commandant

Acknowledging Appropriate Conduct/Positive Interactions and Positive Feedback. Daily interactions between staff and students provide the best

opportunities for encouraging appropriate behavior and promoting the development of good habits. Positive interactions will include greeting students, talking to students, making eye contact, smiling, and praising students when appropriate behavior is demonstrated Staff will articulate appropriate behavior to the student in order to re-enforce that behavior with the student.

Students who demonstrate appropriate behaviors will be rewarded Teachers will implement their rewards system on a class-by-class basis within the school-wide system Teachers will make every effort to communicate with parents and the administration regarding all students who demonstrate appropriate behaviors

Appropriate and Inappropriate Student Behavior: Students are expected to conduct themselves in a responsible manner and to respect the rights and property of others. All rules involving appropriate and inappropriate behavior apply equally to the classroom, hallways, school campus, school buses, bus stops, and to all school functions This applies to events occurring at school or school sanctioned events off campus

Classroom Management Systems:
The individual teacher will manage his/her classroom This classroom management system will be explained to parents and students at the beginning of the school year and when a new student enrolls

Conduct on the Bus:
Students are to comply with the directives of the bus driver and bus monitors for their own safety They are to avoid any behavior that might be a distraction to the bus driver or injurious to others. The rules apply to daily transportation, field trips, and all extra-curricular and curricular trips If a student accrues three bus referrals during any one marking period, a parent conference will be initiated by the administration. Once completed, future infractions on the bus will result in the student's removal from the bus

Conduct in the Cafeteria:
Students may talk quietly. Students are expected to stay in line while getting their lunch Students must have their ID's to ensure an orderly lunch line Students without ID's will be moved to the back of the line.

Conduct in the Classroom and Hallways:
Students are to comply with classroom rules as determined by the teacher's classroom management plan to ensure the classroom operates in a orderly manner. These rules will be posted and taught to the students by each teacher during the first week of school

Students are expected to move promptly between classes and should travel on the right side of the hall Running, horseplay, and loud talking are not permitted Lockers should be used only at approved times Students must have permission

to use the bathroom at all times. Students are required to have a hall pass in order to be outside the classroom Any student without a hall pass will be considered as being in an unauthorized area

Consequences While every behavior cannot be identified or codified, the following consequences are delineated Parents should understand that if a certain behavior is not listed here, the behavior could still be sanctioned at the discretion of the teacher and/or administration. The administrative leadership team makes the final determination of sanction

After School Detention or Extra Military Instruction (EMI)
After school detention (ASD) is the sanction for class 1 behaviors Students will have two days to serve an ASD either during the scheduled day or no later than the following day All parents will be notified when the student receives an infraction They are to report directly to the detention room and will follow the rules of the detention supervisor. No student will be allowed in detention after 3 40 p.m. After 3 40 p m. the student will be considered late. Parents will be responsible for picking their child up at 4:30 Students who fail to report to ASD for two consecutive days will receive one day of in school detention (ISD) the following day. There are three types of EMI. Cadets with constant uniform infractions and a demonstrated inability to maintain proper uniform may be inspected throughout the day, over and above the normal inspection schedule. This will ensure that the cadet maintains the correct uniform during the entire day Cadets often tardy or who cut classes can be mandated to report to the attendance office on a particular schedule for a prescribed amount of days Failure to report as scheduled will be considered insubordination and subjected to detentions/suspensions. Cadets with general misbehavior issues that would call for detention could serve after school EMI, during which a cadet would receive 45 minutes of additional instruction

In School Detention (ISD)/Chill Out
In school detention is a consequence that is given when a student receives their 4th class 1 referral or their 1st class two referral (See Consequences) In school detention is designed to allow students the opportunity to reflect on their behavior and participate in a process to effect change in their behavior Students are supervised during this time They continue with their academics and a member of the school's guidance team speaks briefly with them.

There may be times a student has to be removed from the classroom environment due to disruptive behavior that inhibits the teacher from continuing to teach When this occurs, the student will be sent to the detention room. This room is supervised and the student will be afforded the opportunity to redirect their behavior A staff member will then counsel the student regarding their behavior and set expectations for future behavior The student may return to

class at the discretion of the teacher and/or the ISD coordinator Additional consequences may apply. If a student is sent to Chill-Out at any point during the period, they must remain in Chill-Out for the duration of that period The discipline coordinator will work with the referring teacher to determine if any further sanctions are warranted

Out of School Suspension (OSS)
A student may be suspended in accordance to the discipline policy of the Military/Maritime Academy Any student who is suspended from school can not participate in any school activity or be present on school property. OSS will be given for class 3 offenses or a multiple of class 1 and/or class 2 offenses. Students may receive credit for work missed during suspension It is the student's responsibility to get the work from the teacher and turn it in at a time determined by the teacher In the event OSS is not feasible due to documented circumstances in the home, the Military/Maritime Academy will allow the student to serve OSS in school, or as an in school suspension ISS will be documented as a full suspension

After any OSS, a parent meeting with the commandant or the principal (or a designee) must occur before the student re-enters school. Failure to appear will result in the student's remand to ISD until the parent comes for the conference.

Expulsion from School
The Military/Maritime Academy leadership team will work closely with parents to prevent a student from being expelled A class 4 offense is very serious. An accumulation of suspensions is likewise a serious matter On the fourth suspension for any reason, a recommendation for expulsion can be made The sanctions of expulsion and suspension are driven by state law (LA R S. 17 416)
Discipline Procedures-Due Process
Every student at BCA has the right to full due-process procedures as they relate to the adjudication of discipline issues Parents and students will be advised as to their options during the due process hearing.

The following is a brief description of the discipline procedures for students receiving referrals.

The teacher writes a referral using the discipline referral form Specific information is required for that form to be processed, specifically, name of student, time, location, other students involved and the nature of the offense relating to that referral

The referral is sent to the discipline coordinator who then reviews the information given for accuracy and clarity The discipline coordinator then interviews the student(s) involved to ascertain the facts and circumstances regarding the incident The discipline coordinator then informs the student(s) of the infraction

in question and the possible sanction(s) that could be imposed. Depending on the incident, the student(s) will return to class or be taken to ISD. The Discipline Coordinator will investigate the matter and then report to the Assistant Principal/Principal or Commandant

The Discipline Coordinator confers with the Assistant Principal/Principal or Commandant to discuss the findings and to process sanctions if necessary The Discipline Coordinator will contact the parent and inform them that a referral has been written, explain the process from that point and inform the parent that sanctions could be forthcoming.

Sanctions vary and can be held in abeyance at the discretion of the Principal and/or the Commandant. Students are informed of outcomes the day this process begins and under no circumstances later than the day after the offense Expectations for appropriate behavior are reviewed and reinforced Parents will be contacted regarding the existence of a discipline referral and parents should contact the school for details regarding the referral, and be informed at that time of possible sanctions

Interventions School-wide (Tier 2 Response to Intervention)
Check In/Check Out/Positive Behavior Opportunities Class (PBOC)

Check In/Check Out is a Tier II behavior intervention plan designed to work with students who have continuing behavior issues A school staff member will be selected to mentor a student in the plan That staff member will meet with that student on a regular basis before school and after school. Before school the two will process the behaviors expected during the day. The staff member will log what was discussed on a form that will be used at the end of the day The student will carry that with him to class Teachers will provide feedback on the form for the afternoon's check out

Check In time: 7.30. Students will be allowed to enter school early to complete this action Check out time 2·40. Students will be monitored daily for 4 weeks and at that time the mentor, teachers and the Principal and/or Commandant will meet to determine continued participation. Using the logs the mentor and the teacher will analyze the information and make a judgment regarding continued participation

Students may be referred to a positive behavior opportunities class This class is designed to provide a service to the student through counseling and education that focuses on effecting change in the student's behavior Students may be referred to this class by their parents, teachers, administrative team members or when called for in the discipline matrix (See Consequences)

Consequences Class 1-4.
After School Detention (Class 1 Infraction)

1st Referral = ASD
2nd Referral = ASD
3rd Referral = ASD
4th Referral = ISD
5th Referral = ISD/referral to Guidance
6th Referral =1 day OSS with parent conference
7th Referral = 1 day ISD*

- Chewing gum
- Disrespect toward a student
- Disrupting class
- Eating in the hallway/classroom
- Excessive talking out in class
- Inappropriate body language (rolling of eyes to a teacher, etc.)
- Lying
- Name calling
- Note passing
- Running in the school
- School procedures not followed (Teacher/Staff discretion)
- Spitting
- Throwing objects

Students will be suspended when a 6th Class 1 referral is issued. Subsequent Class 1 referrals will be considered a failure to comply resulting in a Class 2 referrals are sanctioned accordingly under Class 2 guidelines. Students will be sent to ISD for uniform violations and may be re-admitted once the uniform issue is resolved.

In School Detention (ISD) (Class 2)
1st Referral - ISD
2nd Referral - ISD with referral to Guidance
3rd Referral - ISD with parent conference
4th Referral - 1 day OSS with parent conference
5th Referral - 3 days OSS with parent conference
6th Referral – 5 days OSS with parent conference/referral to PBOC
7th Referral – 5 days OSS with due process hearing with recommendation for expulsion

- Aggressive verbal behavior
- Failure to comply
- Aiding and abetting or encouraging others to violate school rules
- Being in an unauthorized area without permission
- Bodily conduct (not to exclude kissing)
- Inappropriate behavior in assemblies or field trips
- Inappropriate physical contact
- Throwing objects with intent to harm

- Use of profanity and/or inappropriate public behavior (including obscene gestures/words)

Out of School Suspension (OSS) (Class 3)
1st OSS – 1 day with parent meeting + referral to Guidance
2nd OSS = 3 days with parent meeting
3rd OSS = 5 days with parent meeting + referral to PBOC
4th OSS = 5 days with due process hearing with recommendation for expulsion

- Bullying
- Cheating/plagiarism
- Damage or destruction of property
- Disrespect for authority (throwing a tantrum, arguing, yelling, under breath comments, inappropriate tone, sarcasms toward a teacher. etc)
- Engaging in any conduct that disrupts the school environment or educational process
- Extortion, harassment of a sexual or non-sexual nature, or intimidation of a student, school employee, or other individual attending a school activity
- Failure to comply with instructions during fire, tornado or safety drills
- Failure/refusing to serve a consequence
- Fighting or causing bodily harm requiring medical attention
- Forgery (to include but not limited to forging parent signatures or conduct logs)
- Stealing (to include possession of missing items)
- Verbal threat towards anyone
- Violation of fire regulation or failure to comply with any fire, tornado or safety drills

Recommendation for Expulsion (Class 4)

- Bring/possess a weapon of any type or anything that resembles a weapon to/at school
- Causing bodily injury to an adult
- Possession or use of any narcotic. stimulant drug or alcoholic beverage
- Possession or use of tobacco, lighters, matches, etc
- Pulling fire alarm/making false 911 call
- Threatening the safety of a teacher, staff member, or adult
-

Special Needs Students and the Discipline Process
All consequences for students with special needs will be taken into consideration on a case by case basis according to their Individualized Education Plan (IEP). Students with special needs fall under the Individuals with Disabilities Education Act (IDEA) and its provisions as they pertain to disciplinary actions. The Military/Maritime Academy will comply fully with IDEA and Bulletin 1706, to include conduct of manifestation determination hearings and number of allowable days of suspension.

Appeals
Any suspension can be appealed to the Principal or the Commandant. This appeal must be in writing and must be submitted prior to the beginning of the sanction period. Parents will be informed of this process prior to the sanctioning period In the interim time of the appeal, the student may attend school but will be placed in ISD until the outcome has been determined The principal or commandant serves as the hearing officer of last resort The Principal's/Commandant's decision on the appeal is final

An expulsion may be appealed to the Board of Directors This appeal must be in writing and must be submitted prior to the beginning of the sanction period Parents will be informed of this process prior to the sanctioning period In the interim time of the appeal, the student may attend school but will be placed in ISD until the outcome has been determined.

Anti-Bullying Policy
Respect for the dignity of others is a cornerstone of civil society Bullying creates an atmosphere of fear and intimidation, robs people of their dignity, detracts from the safe environment necessary to promote student learning, and will not be tolerated by the faculty, staff and administration of the Military/Maritime Academy. Students who bully another person shall be held accountable for their actions whether it occurs on the school grounds, off the school grounds at a school sponsored or approved function, activity, or event; going to or from school or a school activity in a school vehicle or school bus, or at designated bus stops

<u>Definition</u>
Bullying is any behavior or pattern of behavior by a student, or a group of students, that is intended to harass, intimidate, ridicule, humiliate, or instill fear in another child or group of children Bullying also includes unacceptable behavior identified in this policy which is electronically transmitted Bullying behavior can be a threat of, or actual, physical harm or it can be verbal abuse of the child. Bullying is a series if recurring actions committed over a period of time directed toward one student, or successive, separate actions directed against multiple students Bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and the school's ability to educate its students in a safe environment

Examples of "bullying" may include but are not limited to a pattern of behavior involving one or more of the following·

- Sarcastic "compliments" about another student's personal appearance,
- Pointed questions intended to embarrass or humiliate,
- Mocking, taunting, or belittling.
- Non-verbal threats and/or intimidation such as "fronting" or "chesting" a person,

- Demeaning humor relating to a student's race, gender, ethnicity, sexual orientation, or personal characteristics/mannerisms,
- Blackmail, extortion, demands for protection money or other involuntary donations or loans,
- Blocking access to school property or facilities.
- Deliberate physical contact or injury to person or property,
- Stealing or hiding school belongings,
- Threats of harm to student(s), possessions or others and/or,
- Cyber-bullying

"Bullying" is conduct that meets all for the following criteria

- Is directed at one or more pupils,
- Substantially interferes with educational opportunities, benefits or programs of one or more pupils, and
- Adversely affects the ability of a pupil to participate in or benefit from the school's educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive. and objectively offensive as to have this effect.

Expectations of Conduct

Demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying is expected of all administrators, faculty, staff, and volunteers. These individuals are expected to provide positive examples for student behavior.

Students are expected to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of others

The Military/Maritime Academy will provide an atmosphere that encourages students to grow in self-discipline The development of this atmosphere requires respect for self and others, as well as school and community property on the part of students, staff and community members

The Military/Maritime Academy believes that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations as opportunities for helping students learn to assume responsibility and the consequences of their behavior.

Staff members shall apply practices designed to prevent bullying and encourage students' abilities to develop self-discipline

Remedial Measures and Consequences

Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of bullying, and protect the victim of the act Remedial measures will be applied in response to a credible Informal Report of bullying

Examples of Personal Remedial Measures include:

- Temporary removal from the classroom or activity.
- Individual counseling to assist the misbehaving student to find a better way to solve a problem or meet a goal,
- Corrective instruction,
- Parent conferences,
- Participation in a peer support group,
- Restitution to the injured party,
- Implementation of a behavioral management plan. with benchmarks that are closely monitored, and/or,
- Referral to external therapy

Examples of Environmental Remedial Measures include:

- School and community surveys to determine the conditions contributing to a bullying atmosphere,
- Adoption of systemic bullying prevention programs,
- Modifications of student schedules,
- Adjustments in hallway traffic,
- Targeted use of monitors (e g , hallways, cafeteria, buses, locker rooms, restrooms),
- Professional development programs for staff, and
- Whole-class instruction on anti-bullying strategies

Corrective actions for a student who commits an act of bullying shall be unique to the individual incident and will vary in seventy according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors or pattern of bullying reports. Disciplinary consequences for bullying may, therefore, not necessarily conform to the "Infraction Consequences" for other class 1, 2, 3, and 4 infractions Each formal complaint of bullying will be dealt with individually

Consequences will be applied in response to a formal complaint of bullying that is substantiated. Remedial measures may also be applied in addition to disciplinary consequences

Examples of Disciplinary Consequences are:

- After-school detention,
- In-school detention,
- Out-of-school suspension,
- Recommendation for an expulsion hearing, and/or,
- Legal action

Complaints of Bullying, Investigation of Complaints, and Corrective Action Procedures

The Military/Maritime Academy requires the Principal's designee, normally the Assistant Principal, to be responsible for receiving complaints alleging violation of this anti-bullying policy All school employees are required to report alleged violations of this policy All other members of the school community (students, parents, volunteers, and visitors) are encouraged to report any act that may be a violation of this policy

Informal reports may be made anonymously via school-wide "bully boxes," but a formal report that could result in disciplinary action may not be based solely on the basis of an anonymous report. Informal anonymous reports will be discussed in confidence with a guidance counselor, who will then decide if remedial measures are appropriate, or, if the severity of the bullying action(s) and the reliability of the report require a formal report and subsequent investigation

The guidance department will institute and coordinate remedial measures for less severe incidents or not fully-substantiated reports of bullying. Any member of the leadership team may also direct or implement remedial measures Informal reports and the school's response will be documented using the "Informal Bullying Report" form

Guidance department and the leadership team members may, at their discretion, notify parents of either the complainant and/or the accused of an informal complaint of bullying.

Guidance counselors will refer more serious incident reports of bullying as formal reports to the principal's designee, usually the assistant principal for student affairs Formal reports and the school's response will be documented using the "Formal Bullying Report" form.

The guidance department will not implement disciplinary consequences

Formal reports may also be made by any member of the school community and may also be made directly to the principal.

Formal reports may not be anonymous, but all efforts will be made to increase the confidence and trust of the student complainant Any adult staff member may draft a formal complaint based on a verbal complaint of a student complainant.

Formal complaints shall set forth the specific acts, conditions, or circumstances alleged to have occurred that may constitute bullying

Upon receipt of a formal report, the principal's designee (usually the Assistant Principal) will appoint an impartial adult staff member to serve as the investigating official At this point, parents of the student complainant(s) and accused(s) students will be notified of the formal complaint

The investigating official shall investigate a written, formal report of bullying She/he shall write a written report including all relevant information (interviews, witnesses. etc.) and an opinion as to whether or not an incident or incidents did occur. If a determination of bullying is reached, the investigating official will make a recommendation to the principal's designee of corrective action (remedial and/or disciplinary consequences)

The principal's designee (usually the Assistant Principal) will communicate in writing to the complainant and the accused bully within 5 school days of completion of the investigation, stating

- The findings of the investigation, and
- Any corrective action planned by the school

Corrective actions (remedial measures and/or disciplinary consequences) will be implemented as quickly as possible, unless the accused is appealing the imposition of discipline (i e., expulsion) and the school is barred by due process consideration or a lawful order from imposing the discipline until the appeal process is concluded

Additional Policy Provisions·
Students will annually be provided with age-appropriate information on the recognition and prevention of bullying Students will annually be provided the procedures by which they may file an informal or formal complaint

School staff will annually be provided copies of this policy and procedures for recognition, prevention, and reporting of bullying

Parents will annually be provided copies of this policy and procedures for recognition, prevention and reporting of bullying

Both student complainants and student witnesses may have a parent or trusted adult with them, if requested, during any investigatory activities

Anti-retaliatory provisions will be fully implemented, to wit An act of reprisal or retaliation will be considered bullying, a formal complaint will be initiated with all subsequent required actions (remedial measures and/or disciplinary consequences)

Falsely accusing another of bullying will also be considered bullying, an informal or formal complaint will be initiated with all subsequent required actions (remedial measures and/or disciplinary consequences)

Since bystander support of bullying can support these behaviors, the school prohibits both active and passive support for acts of bullying. Students who actively or passively support acts of bullying may receive disciplinary sanction for

a class 2 infraction, "aiding and abetting or encouraging others to violate school rules "

The staff shall encourage students to support other students who walk away from these acts, constructively attempt to stop these events, or report them to an adult

The principal's designee, usually the assistant principal for student affairs, will conduct follow-up interviews with all confirmed victims of bullying to ensure that the intimidating and/or harassing behavior has ceased.

CHARTER SCHOOL ROSTER of KEY CONTACTS

Complete the following Roster for the Board of Directors and key administrative leaders and/or partners for the proposed school. Be sure to include titles and roles.

Name of School(s):	**New Orleans Military/Maritime Academy**	
Name of Nonprofit Corporation:	**New Orleans Military/Maritime Academy**	
Primary Contact Person:	**Col. Terry J. Ebbert**	
Mailing Address:	**643 Magazine Street, Suite 403** **New Orleans, LA 70115**	
Phone: *(day & eve.)*	**(504) 416-9244**	
Fax:	**(504) 708-2889**	**Email: Tebbert@Tjebbertandassociates.com**

NONPROFIT BOARD OF DIRECTORS

Position:	Assistant Chief Administrator for the City of New Orleans	
Name:	Courtney B. Bagneris	
Mailing Address:	3741 Rue Colette New Orleans. LA 70131	
Phone: *(day & eve.)*	(504) 234- 2382	
Fax:		Email: cbagneris@cityofno.com

Position:	Institutional Equity Sales. Howard Weil. Inc.	
Name:	James Reiss III	
Mailing Address:	1419 Henry Clay Avenue New Orleans. LA 70118	
Phone: *(day & eve.)*	(504) 899-0460	
Fax:		Email: jamesr@howardweil.com

Position:	Attorney	
Name:	Eades Hogue	
Mailing Address:	306 Audubon Boulevard New Orleans. LA 70125	
Phone: *(day & eve.)*	(504) 453- 1289	
Fax.		Email: ehogue@lemle.com

CHARTER SCHOOL ROSTER of KEY CONTACTS

NONPROFIT BOARD OF DIRECTORS continued

Position:	Chief of Security for Recovery School District		
Name.	Chief Eddie Compass		
Mailing Address:	4770 Lennox Boulevard New Orleans, 70131		
Phone: *(day & eve.)*	(504) 213-0736		
Fax:		Email:	eddie.compass@rsdla.net

Position:	Partner of Luke Restaurant, New Orleans		
Name:	Blake LeMaire		
Mailing Address:	3756 Silver Maple Court New Orleans, 70131		
Phone: *(day & eve.)*	(504) 270- 6908		
Fax:		Email:	blemaire@lukeneworleans.com

SCHOOL PERSONNEL

Commandant Name:	Col. Gerald "Lee" Busby		
Phone (day/eve):	(205) 758-5554		
Fax:		Email:	leebusby@aol.com

Business Manager:			
Phone (day/eve):			
Fax:		Email:	

Certified Public Accountant:			
Phone (day/eve):			
Fax:		Email:	

OTHER AS APPLICABLE (school management entity, partner)

Contact Person:	Major General David Mize, USMC (Retired)		
Title/Position:			
Organization:	New Orleans Federal Alliance		
Phone (day/eve):	(504) 701- 8844		
Fax: (985) 331-0968		Email:	david.mize@nofa.hostpilot.com

BIOGRAPHICAL AFFIDAVIT

In connection with the organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth.

Nonprofit Corporation Name	New Orleans Military/Maritime Academy
Name of Proposed Charter	New Orleans Military/Maritime Academy
Full Name:	Terry J. Ebbert
Maiden Name or other names used at any time: *Have you ever had your name changed or used another name? If yes, give reason.*	
Current Home Address:	330 Audubon Boulevard
Current Telephone Number:	(504)-416-9244
Date of Birth:	October 2nd 1942

EDUCATION LEVEL	SCHOOL NAME	YEAR COMPLETED
☐ High School	Proviso East High School, Maywood Illinois	1960
☐ College	Southern Illinois University	1965
☐ Graduate Studies	Salve Regina College Newport, RI	1983
☐ Other		

List of Professional Organization Membership(s) and/or Associations

Present Employer may be contacted: ☑ YES ☐ NO

List previous experience with a school district, charter school, educational management organization, nonprofit corporation and/or school board.

DATES	ORGANIZATION/SCHOOL	ADDRESS	POSITION
2/2001-2/2003	Belle Chasse Academy	100 5th Street, Belle Chasse, LA 70037	Board Member

List any professional, occupational, or vocational licenses and/or certificates issued by any public or governmental licensing agency or regulatory authority that you presently hold or have held in the past.

ISSUE DATE	LICENSE/CERTIFICATE	ISSUER OF LICENCE/CERTIFICATE	EXPIRATION DATE

BIOGRAPHICAL AFFIDAVIT

During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

☐ YES IF YES, GIVE DETAILS:
☑ NO

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c)
or to a crime related to misappropriation of funds or theft?

☐ YES IF YES, GIVE DETAILS:
☑ NO

Have you ever been adjudged bankrupt?

☐ YES IF YES, GIVE DETAILS:
☑ NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ YES IF YES, GIVE DETAILS:
☑ NO

Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

Contacted by Dr. Paul Vallas, Superintendent of Recovery School District.

Please explain why you wish to serve on the board.

To provide opportunity for children from the New Orleans region.

Please indicate your understanding of the appropriate role of a public charter school board member.

A public charter school board member's role is one of oversight and policy-making. Oversight includes setting annual goals relative to academic achievement and fiscal solvency and evaluation of the school's principal (in this case, the principal and the commandant). Oversight should not be confused with micro-management. Policy should not be confused with administrative procedures. The role of the board is to provide policy that supports the vision of the school and to ensure that the 'CEO's of the school are leading the school to realization of the vision. Board members should receive annual training and should be familiar with the school's programs and procedures, but the focus of the board should be outcome.

Please indicate specifically the knowledge and experience that you would bring to the board.

Over 40 years of leadership experience.

Please provide a forecast of where you see the school in one year and then again in four years.

In one year the school will have approximately 100 ninth graders participating in academic, military, and limited extracurricular activities. The facility in which these students will be housed will be fully renovated in the area required for these students. Renovations in other portions of the facility will be on-going. By year four the school will be fully operational with

approximately 400 ninth through twelfth graders; fully staffed and implemented academic, maritime, extracurricular, and JROTC programs at all grade levels; active family and community engagement in the school's program; and state-of-the-art facilities.

Provide your understanding of the school's mission and/or philosophy.

Our vision for the *Federal City Military/Maritime Academy* is to become a renowned secondary educational institution where young women and men are challenged and nurtured through rigorous college preparatory and education-to-career curricula that are designed to assure student learning, student progress, and student achievement leading to exceptional post-secondary qualifications.

The mission of the *Federal City Military/Maritime Academy* is to provide students a quality education in a safe, protected, and disciplined environment. Through the support of the total school community (academic staff, military staff, parents, and community organizations) students will develop the citizenship, leadership, work habits, and communication skills that will ensure self-actualization of their dreams and goals to the fullest potential

Indicate if you are familiar with the educational program that the school proposes to utilize.

The *Federal City Military/Maritime Academy* cadets will follow a college preparatory program that will enable cadets to achieve a total of 24 credits thereby qualifying to receive a high school diploma from the Louisiana Recovery School District. Beginning with incoming freshmen in 2010, all ninth graders will be enrolled in the Louisiana Core 4 Curriculum. For incoming freshman in 2010 and beyond, the 24 units required for graduation shall include 21 required units and 3 elective units. Incoming freshmen in 2010 and beyond can complete an academic area of concentration by completing the course requirements for the LA Core 4 Curriculum. These would include the following:

PART I: SUBJECT AREAS FOR CREDIT

- English
  - English I
  - English II
  - English III
  - English IV
  - Cadets will be required to take four units of English.
- Mathematics
  - Algebra I (1 unit) or Algebra I (part 2)
  - Geometry
  - Algebra II
  - Advanced Math I, Advanced Math II, Pre-Calculus, Calculus
  - Probability and Statistics, or Discrete Math
  - Cadets will be required to take four units of Mathematics.
- Science
  - Biology
  - Chemistry
  - 1 unit Biology II, Chemistry II, Physics, or Physics II
  - 1 additional Science
  - Cadets will be required to take four units of Science.

- Social Science
  - ½ unit of Civics or AP American Government
  - ½ unit of Free Enterprise
  - American History
  - 1 unit World History, World Geography, Western Civilization or AP European History
  - 1 additional Social Science
  - Cadets will be required to take four units of Social Science.
- Foreign Language (a two credit requirement in the same language)
  - Course 1
  - Course 2
- Fine Arts (a one credit requirement)
  - Fine Arts, Art, Dance, Music, Theatre, Applied Arts
- Physical Education and Health Education (a two credit requirement satisfied by JROTC)
- JROTC (a four year requirement)
  - JROTC I/Health
  - JROTC II/Driver's Education
  - JROTC III
  - JROTC IV
- 3 Units of Electives

PART II: OTHER REQUIREMENTS

A. Participation in a Senior Project: a focused rigorous independent learning experience completed during the student's projected year of graduation according to set requirements (20 Hours).
B. Participation in Student Advisory each year of high school as a non-credit program.
C. Completion of State non-credit requirements (Consumer Education, demonstrated knowledge of U.S. and Louisiana Constitutions) as part of subject area curricula.
D. Demonstration of mastery in core subject areas (English, Mathematics, Science, Social Science) through exams at end of courses.
E. Completion of certificate of initial mastery requirements after Junior Academy.
F. Completion of exit requirements set by local school.

PART III: IMPLEMENTATION

A. The required minimum graduation requirements apply to students entering Louisiana Recovery School District high schools as freshmen in Fall 2010 or later.
B. Students in vocational/technical programs meet all graduation requirements along with special program requirements.
C. Students with limited English proficiency meet all graduation requirements with placement in English/ESL and support in all other subject areas as appropriate.
D. Students with disabilities meet general graduation requirements with appropriate accommodations and minor curricular modifications as determined by their individual education plants (IEPs); students whose IEPs indicate an alternative mastery process receive an alternative diploma.

E. High school credit may be granted to a student following the passing of a proficiency exam for the eligible course.

F Credit is awarded in Carnegie Units that are equivalent to 120 hours of instructional time; integrated/thematic courses will be translated into Carnegie Units.

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

A successful school board is focused on outcomes, not bogged down in procedures. The most crucial and fundamental duty of the school board is to hire the school administrator(s) (CEOs) whom they believe can best achieve the vision of the school. Other specific steps include: providing that administrator (or administrators) with sound policy that facilitates implementation of programs, growth, and management of the school's resources; setting realistic goals (annual and long term) and holding the school's administrators accountable, ensuring fiscal solvency and transparency through board oversight by ensuring that at least a core of board members have reasonable financial expertise and attend audit debriefs , and have an understanding of the school's mission, vision, philosophy, academic programs, and extra-curricular programs. Successful school boards should establish a Board Professional Development schedule.

BIOGRAPHICAL AFFIDAVIT

How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

I would turn over facts to the appropriate law enforcement agency.

If you or your spouse know any people already known to be prospective school employees or anyone that plans to do business with the school (including an education service provider), please so indicate and describe the relationship and nature of potential business.

I am assisting Dr. Vallas with interviewing potential Commandant candidates.

Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

None.

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c)
or to a crime related to misappropriation of funds or theft?

- ☐ YES IF YES, GIVE DETAILS:
- ☑ NO

Have you ever been adjudged bankrupt?

- ☐ YES IF YES, GIVE DETAILS:
- ☑ NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

- ☐ YES IF YES, GIVE DETAILS:
- ☑ NO

As a member of a charter school board of directors, do you understand that you are subject to the Louisiana code of Governmental Ethics, LA-R.S. 42:1101 et seq., and actions taken by you in your capacity as a board member should not be inconsistent with such Code?

- ☑ HAVE YOU OBTAINED A COPY OF AND REVIEWED THE LOUISIANA CODE OF GOVERNMENTAL ETHICS?

ASSURANCE FORM
(must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

- management and administrative practices;
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
- financial accounting reporting requirements, including audit requirements;
- student and school performance;
- compliance with special education and Limited English Proficient (LEP) program requirements.
- compliance with state and federal grant programs, including all reporting requirements;
- all SBESE and Department of Education reporting requirements, including student count reporting;
- reporting annual school and student performance to students, parents and the public;
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools; and
- compliance with all terms of the charter agreement.

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Terry Elliott

Subscribed and sworn before me, the undersigned Notary Public, this 3rd

day of August, **20**09 **at** New Orleans, **Louisiana.**

NOTARY PUBLIC

Lee C. Reid

LA Bar # 2648

TERRY J. EBBERT
330 AUDUBON BOULEVARD
NEW ORLEANS, LA 70125
(504) 416-9244 (M)

SUMMARY

Served as the Director of Homeland Security for the City of New Orleans until July 2008 Responsible for coordinating and leading all local, state and federal response efforts during Katrina, the greatest natural disaster in American history Forty years experience in top level executive management decision making involving major international responsibilities, security management. human resources management and senior executive staff organization Worked with communities in Japan, Korea. The Philippines. Diego Garcia. Guam, Hawaii. and Alaska to accomplish mutual goals Extensive experience in personnel, law enforcement, infrastructure protection. homeland security, financial and facilities management. Proven record of adaptability while interfacing with people at all organizational levels Accustomed to positions of responsibility and stress A manager who has spent three decades teaching leadership, ethics, and responsibility Currently serves as President of T J Ebbert and Associates

EXPERIENCE

Exercise/Emergency Planning and Operations

- Provided leadership for Police and Fire Departments, EMS and Office of Emergency Preparedness in New Orleans
- Incident Commander for New Orleans during response to hurricane Katrina
- Coordinated and developed hurricane and all hazards emergency plans for the City of New Orleans
- Developed Southeast Louisiana Homeland Security Strategic Plan to protect the "Nations Energy Heartland" from terrorism
- Created and coordinated exercise program which integrated efforts of over 40 local, state, and federal law enforcement and mutual aid organizations in support of the Key Assets Protection Program
- Established Strategic Petroleum Reserve annual emergency exercise programs as the benchmark for the states of Louisiana and Texas
- Drafted security plans and contingency procedures for the Strategic Petroleum Reserve which provided flawless operation for increased security conditions during Desert Storm

Law Enforcement Support

- Provided leadership oversight of one of the largest police departments in the nation
- Served as Federal Administrator for Urban Area Security Initiative
- Organized and managed FBI national model crime reduction partnership
- Coordinated local, state and federal law enforcement, political and business efforts which led New Orleans to the largest 1997-1999 violent crime reduction in the nation
- Assisted and instructed multiple cities and police departments in developing crime reduction partnerships
- Served as confidential advisor to leaders of local. state and federal law enfocement agencies

Executive Support

- Served as Senior Executive Manager for CEO of organization with over 200,000 employees
- Responsible for 24-hour personal schedule and professional correspondence
- Responsible for protocol arrangements with President, Congress, and other major government and industry officials
- Assisted in speech writing and interface with the media
- Acted as confidant on professional matters

Security Management

- Responsible for all public safety and homeland security planning for major events to include Super Bowl, Sugar Bowl, Mardi Gras, Jazz Fest and NBA/NFL Sporting events
- Developed full scope integrated equipment and protection force security program for the world's largest petroleum reserve located at seven sites in Louisiana and Texas Responsible for protection of assets in excess of $20 billion
- Pioneered organization of and developed international security plan for installations, airfields, and ships
- Well-versed in protocol and community relations at the highest level of government
- Coordinated the necessary interface required to ensure integrated military, civil service, foreign national, and contract security agreements
- Served as nuclear security officer and coordinated with diverse media organizations with conflicting priorities

Fiscal Management

- Researched, prepared, and managed efficient execution of annual fiscal program with over $190 million annual operating budget
- Planned and executed annual training budget in excess of $8 million
- Experienced and adept at managing limited resources during periods of tight fiscal constraints
- Managed major fundraising program for large non-profit foundation

Facility Management

- Served as principal member of community relations board in Japan, California, and Virginia. Managed modern complex of 35 facilities Directed daily maintenance, long-range improvements, and construction planning of multiple facilities including living quarters, maintenance shops, restaurants, clubs, classrooms, office spaces, and gymnasiums
- Created the nations first major 700MHz, project 25 compliant, regional shared interoperable radio system

Training Management

- Developed and provided oversite for initial qualification, annual requirements and specialized terrorism related training for a large urban police and fire department
- Responsible for fully integrated training and certification program for 1400 corporate employees Developed centralized training program through systems approach methodology Instituted training needs assessment to ensure programs are designed to meet regulatory requirements, continuous quality improvement (CQI), and professional development goals
- Responsible for developing 23-week course for all newly commissioned officers Maintained complete authority for curriculum development and implementation of instruction Personally instructed classes on leadership, ethics, and social customs Supervised staff of 160 and an additional 700 employees

EDUCATION

M S , Management, Salve Regina College, Newport, RI 1983

B S , Education, Southern Illinois University, Carbondale, IL 1965

MILITARY RECORD

- Completed service in the U S Marine Corps with the grade of Colonel
- Awarded nation's second highest decoration for valor in combat The Navy Cross

BIOGRAPHICAL AFFIDAVIT

In connection with the organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth.

Nonprofit Corporation Name:	New Orleans Military/Maritime Academy
Name of Proposed Charter:	New Orleans Military/Maritime Academy
Full Name:	Lloyd Eades Hogue
Maiden Name or other names used at any time:	
Current Home Address:	306 Audubon Blvd., New Orleans, LA 70125
Current Telephone Numbers:	Work: 504-584-9431; Cell: 504-453-1289; Home: 504-866-7516
Date of Birth:	May 29, 1944

EDUCATION LEVEL	SCHOOL NAME	YEAR COMPLETED
☑ High School	Benoit, MS	1962
☑ College	University of Mississippi	1966
☐ Graduate Studies		
☑ Other	Univ. Miss – Law School	1969

List of Professional Organization Membership(s) and/or Associations

Present Employer may be contacted:

Louisiana Bar Association
Mississippi Bar Association
American Bar Association
Louisiana Bar Foundation

☐ YES
☐ NO

List previous experience with a school district, charter school, educational management organization, nonprofit corporation and/or school board.

DATES	ORGANIZATION/SCHOOL	ADDRESS	POSITION
None	None	None	None

List any professional, occupational, or vocational licenses and/or certificates issued by any public or governmental licensing agency or regulatory authority that you presently hold or have held in the past.

ISSUE DATE	LICENSE/CERTIFICATE	ISSUER OF LICENCE/CERTIFICATE	EXPIRATION DATE
	LONG-TERM LICENSE		

TO PRACTICE LAW IN
LOUISIANA AND
MISSISSIPPI AND
VARIOUS FEDERAL
COURTS

BIOGRAPHICAL AFFIDAVIT

During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

☐ YES IF YES, GIVE DETAILS:
☑ NO

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c)
or to a crime related to misappropriation of funds or theft?

☐ YES IF YES, GIVE DETAILS:
☑ NO

Have you ever been adjudged bankrupt?

☐ YES IF YES, GIVE DETAILS·
☑ NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ YES IF YES, GIVE DETAILS:
☑ NO

Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered. Through my friend and neighbor, Col. Terry Ebbert

Please explain why you wish to serve on the board. I believe I would bring some experience to the Board based on having been a student and having children who were students in various high schools and colleges over the years.

Please indicate your understanding of the appropriate role of a public charter school board member. I believe a Board member's role would be one of oversight and policy making for the high school.

Please indicate specifically the knowledge and experience that you would bring to the board. Long-time attorney, former student and served in United States military.

Please provide a forecast of where you see the school in one year and then again in four years. I understand that a freshman class will be enrolled during 2010 and that class, hopefully, would graduate in four years.

Provide your understanding of the school's mission and/or philosophy. I understand that this school would be offered to qualified students and promote an appropriate classroom curriculum as well as emphasize military training.

Indicate if you are familiar with the educational program that the school proposes to utilize. I have seen the proposed curriculum which appears to be excellent.

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful? An excellent school is usually made up of outstanding faculty, school discipline and parent participation.

BIOGRAPHICAL AFFIDAVIT

How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)? Raise the issue with Board members to, if necessary, report the transgression to appropriate state and federal law enforcement officials as well as the Louisiana State Department of education.

If you or your spouse know any people already known to be prospective school employees or anyone that plans to do business with the school (including an education service provider), please so indicate and describe the relationship and nature of potential business. I know of no one.

Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. None

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c)
or to a crime related to misappropriation of funds or theft?

- ☐ YES IF YES, GIVE DETAILS:
- ☑ NO

Have you ever been adjudged bankrupt?

- ☐ YES IF YES, GIVE DETAILS:
- ☑ NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

- ☐ YES IF YES, GIVE DETAILS:
- ☑ NO

As a member of a charter school board of directors, do you understand that you are subject to the Louisiana code of Governmental Ethics, LA-R.S. 42:1101 et seq., and actions taken by you in your capacity as a board member should not be inconsistent with such Code?

- ☐ HAVE YOU OBTAINED A COPY OF AND REVIEWED THE LOUISIANA CODE OF GOVERNMENTAL ETHICS? Not yet. Will do so.

ASSURANCE FORM
(must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

- management and administrative practices;
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
- financial accounting reporting requirements, including audit requirements;
- student and school performance;
- compliance with special education and Limited English Proficient (LEP) program requirements;
- compliance with state and federal grant programs, including all reporting requirements;
- all SBESE and Department of Education reporting requirements, including student count reporting;
- reporting annual school and student performance to students, parents and the public;
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools; and
- compliance with all terms of the charter agreement.

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Floyd Eales Hogue

Subscribed and sworn before me, the undersigned Notary Public, this 3rd **day of** August, **2009 at** New Orleans, **Louisiana.**

NOTARY PUBLIC

ANDREW M. STAKELUM
NOTARY PUBLIC
LA Bar Number 30738
State of Louisiana
My Commission Expires at Death.

RESUME OF L. EADES HOGUE

EDUCATION:

University of Mississippi, Bachelor of Public Administration Degree, 1966, Juris Doctor Degree, 1969

PROFESSIONAL ASSOCIATIONS:

Member in good standing of American Bar Association, Louisiana State Bar, and Mississippi State Bar

PRESENT EMPLOYMENT:

Partner in New Orleans firm of Lemle & Kelleher (1984 to Present)

PRACTICE AREA:

Jury Trial Lawyer with concentration in Commercial, Intellectual Property, Civil RICO, Environmental, Legal Malpractice and White Collar Crime defense work representing banking, corporate and individual clientele

OTHER PROFESSIONAL ACTIVITIES:

Former Adjunct Professor, Tulane University School of Law Trial Advocacy Program

Tulane University School of Law Advisory Committee on Federal Rules of Evidence seminar series

Past lecturer at various Justice Department seminars on RICO investigations and prosecutions

HONORS:

Attorney General's Distinguished Service Award presented in Washington, D C., April, 1983 (For prosecution of Carlos Marcello RICO case)

Criminal Division Special Commendation Award presented in Washington, D C , February, 1978 (For prosecution of Martino RICO case)

New Orleans Metropolitan Crime Commission Distinguished Service Award presented in New Orleans, Louisiana, May, 1982 (For prosecution of Carlos Marcello RICO case)

Recognition by the Best Lawyers of America 2009-2010

Camille F Gravell Award Pro Bono sponsored by the New Orleans chapter of the Federal Bar Association

PAST EMPLOYMENT:

Attorney in charge, New Orleans Organized Crime Strike Force, Criminal Division. U S Department of Justice. 1979 - February, 1984

Trial Attorney. Miami Organized Crime Strike Force (Tampa, FL) Criminal Division, U S Department of Justice. 1975-79

Trial Attorney, Miami Organized Crime Strike Force (Atlanta. GA) Criminal Division, U S Department of Justice 1974-75

Private Practice, Bolivar County, Mississippi 1969-1973

BIOGRAPHICAL AFFIDAVIT

In connection with the organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth.

Nonprofit Corporation Name	
Name of Proposed Charter	Federal City Military/Maritime Academy
Full Name:	Courtney Marie Brown Bagneris
Maiden Name or other names used at any time: *Have you ever had your name changed or used another name? If yes, give reason.*	NO
Current Home Address:	3741 Rue Colette, New Orleans, LA 70131
Current Telephone Number:	504 234.2382
Date of Birth:	08-20-1964

EDUCATION LEVEL	SCHOOL NAME	YEAR COMPLETED
X High School	Xavier University Prep. High School	Graduated 1982 Graduation
X College	Xavier University of LA	1987
X Graduate Studies	State University of New York 1988	Completed 1 year
X Other		

List of Professional Organization Membership(s) and/or Associations	Government Finance Officer Association
Present Employer may be contacted:	X YES ☐ NO

List previous experience with a school district, charter school, educational management organization, nonprofit corporation and/or school board.

DATES	ORGANIZATION/SCHOOL	ADDRESS	POSITION
	None		

List any professional, occupational, or vocational licenses and/or certificates issued by any public or governmental licensing agency or regulatory authority that you presently hold or have held in the past.

ISSUE DATE	LICENSE/CERTIFICATE	ISSUER OF LICENCE/CERTIFICATE	EXPIRATION DATE
	NONE		

BIOGRAPHICAL AFFIDAVIT

During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

☐ YES IF YES, GIVE DETAILS:
X NO

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c)
or to a crime related to misappropriation of funds or theft?

☐ YES IF YES, GIVE DETAILS:
X NO

Have you ever been adjudged bankrupt?

☐ YES IF YES, GIVE DETAILS.
X NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ YES IF YES, GIVE DETAILS·
X NO

Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered. Retired Colonel Terry Ebbert, explained the plans of starting this charter model and asked if I would serve as a board member.

Please explain why you wish to serve on the board. Currently my own children attend a language emersion charter school and I have been impressed with the model for the last eight years. I've wanted since my children began school at ISL to do more with another model of charter school and this is the perfect opportunity to serve and grow a new opportunity for New Orleans children.

Please indicate your understanding of the appropriate role of a public charter school board member. As I understand the role of a board member it is to provide leadership, oversight and to make policies which will produce the best staff and student performance.

Please indicate specifically the knowledge and experience that you would bring to the board. I have worked for the City of New Orleans for twenty years, in three (3) key departments. I have managed the budget and operations of the Finance Department for over 9 years. I have managed all fiscal matters for the New Orleans Police Department for nearly 10 years with a maximum budget of $149 million (2005). I am now an Assistant Chief Administrative Officer managing payroll matters, employee benefits, policy revisions, and major special events. I believe my vast experience with most aspects of a government, I am prepared to help move the school forward and to develop it to provide for well educated and disciplined students.

Please provide a forecast of where you see the school in one year and then again in four years.
The first year, approximately 100 ninth grade students will be enrolled. The school will add a grade every year for next four next years, culminating with its first graduating class. The school will limit its extracurricular activities in the beginning years to focus on strong academics and state of the art facilities.

Provide your understanding of the school's mission and/or philosophy.
The vision of the Federal City Military/Maritime Academy is to become a renown secondary educational institution where young women and men are challenged and nurtured through rigorous college preparatory and education-to-career curricula that are designed to assure student learning, student progress, and student achievement leading exceptional post-secondary qualifications.

The mission of the Federal City Military/Maritime Academy is to provide students with a quality education in a safe, protected, and discipline environment. Through the support of the total school community (academic staff, military staff, parents, and community organizations) students will develop citizenship, leadership, work habits, and communication skills that will ensure self-actualization of their dreams and goals to the fullest potential.

Indicate if you are familiar with the educational program that the school proposes to utilize.

The Federal City Military/Maritime Academy cadets will follow a college preparatory program that will enable cadets to achieve a total of 24 credits thereby qualify to receive a high school diploma from Louisiana Recovery School District. Beginning with incoming freshmen in 2010, all ninth graders will be enrolled in the Louisiana Core 4 Curriculum. For incoming freshmen in 2010 and beyond, the 24 units required for graduation shall include 21 required units and 3 elective units. Incoming freshmen in 2010 and beyond, the 24 units required for graduation shall include 21 required units and 3 elective units. Incoming freshmen in 2010 and beyond can complete an academic area of concentration by completing the course requirements for the LA Core 4 Curriculum.
Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

BIOGRAPHICAL AFFIDAVIT

How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)? I would certainly bring my concerns to the Chairman and if necessary report to the State Ethics Board.

If you or your spouse know any people already known to be prospective school employees or anyone that plans to do business with the school (including an education service provider), please so indicate and describe the relationship and nature of potential business.

No, we don't.

Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.
None.

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c)
or to a crime related to misappropriation of funds or theft?

☐ YES IF YES, GIVE DETAILS:
X NO

Have you ever been adjudged bankrupt?

☐ YES IF YES, GIVE DETAILS:
X NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ YES IF YES, GIVE DETAILS:
X NO

As a member of a charter school board of directors, do you understand that you are subject to the Louisiana code of Governmental Ethics, LA-R.S. 42:1101 et seq., and actions taken by you in your capacity as a board member should not be inconsistent with such Code?

X HAVE YOU OBTAINED A COPY OF AND REVIEWED THE LOUISIANA CODE OF GOVERNMENTAL ETHICS?

ASSURANCE FORM
(must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

- management and administrative practices;
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
- financial accounting reporting requirements, including audit requirements;
- student and school performance,
- compliance with special education and Limited English Proficient (LEP) program requirements;
- compliance with state and federal grant programs, including all reporting requirements;
- all SBESE and Department of Education reporting requirements, including student count reporting;
- reporting annual school and student performance to students, parents and the public;
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools; and
- compliance with all terms of the charter agreement.

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Cheryl Patterson Bagneris 3 Aug 2009

Subscribed and sworn before me, the undersigned Notary Public, this 3rd **day of** August **, 20**09 **at** New Orleans **, Louisiana.**

Cheryl Patt Bagneris NDS#1001
NOTARY PUBLIC

CHERYL PATTERSON BAGNERIS, ESQ
NOTARY PUBLIC, STATE OF LOUISIANA
LOUISIANA BAR # 02860
COMMISSION ISSUED FOR LIFE

BIOGRAPHICAL AFFIDAVIT

In connection with the organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth.

Nonprofit Corporation Name
Name of Proposed Charter Federal City Military/Maritime Academy
Full Name: Blake Edward LeMaire
Maiden Name or other names used at any time: *Have you ever had your name changed or used another name? If yes, give reason. NO*
Current Home Address: 3756 Silver Maple Court, New Orleans, La. 70131
Current Telephone Number: 504 270 6908
Date of Birth: 28 July 1967

EDUCATION LEVEL	SCHOOL NAME	YEAR COMPLETED
X High School	ABBEVILLE HIGH	1985
X College	LOUISIANA STATE	1991
Graduate Studies		
Other		

List of Professional Organization Membership(s) and/or Associations
Present Employer may be contacted: YES / NO

List previous experience with a school district, charter school, educational management organization, nonprofit corporation and/or school board.

DATE	ORGANIZATION/SCHOOL	ADDRESS	POSITION
NA.			

List any professional, occupational, or vocational licenses and/or certificates issued by any public or governmental licensing agency or regulatory authority that you presently hold or have held in the past.

ISSUE DATE	LICENSE/CERTIFICATE	ISSUER OF LICENCE/CERTIFICATE	EXPIRATION DATE
1994	COMMERCIAL PILOT	FAA	NA
2001	TOP SECRET CLEARANCE	USA	NA
2006	ISO 9001 CERTIFICATION	SHELL OIL CO	NA

BIOGRAPHICAL AFFIDAVIT

During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

YES IF YES, GIVE DETAILS:
X NO

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c)
or to a crime related to misappropriation of funds or theft?

YES IF YES, GIVE DETAILS:
X NO

Have you ever been adjudged bankrupt?

YES IF YES, GIVE DETAILS
X NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

YES IF YES, GIVE DETAILS:
X NO

Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.
I became aware of charter schools in NOLA after Hurricane Katrina and have read about the success of such schools. I was made aware of the Federal City Military/Maritime Academy by Col. Terry Ebbert.

Please explain why you wish to serve on the board.
I know that charter schools account for 60% of public schools in New Orleans and have had great success. I believe that if we hold our parents and children to a higher standard of education in this city, we can begin a paradigm shift whereby education is regarded as the most important foundation outside the home for our young people. If children truly believe in education and the opportunities afforded, then we can improve our community for future generations.

Please indicate your understanding of the appropriate role of a public charter school board member.
The board members of a public charter school are to set policy and maintain oversight of administration, academic achievement and spending. Also, to ensure the goals of the charter are met and that proper education and growth of the students remains the focus.

Please indicate specifically the knowledge and experience that you would bring to the board.
Having traveled the world professionally, I have been exposed to many peoples and cultures. I have seen the importance of education on all levels including the individual, community,

culture and nation. Expanding a child's horizon through education and the arts is the gateway to growth into a responsible, caring, disciplined and motivated adult who seeks challenge and opportunity. We can no longer accept business as usual in our community and must embody higher education as the key to our future growth and viability. I have a diverse 22 year military background including a reserve Marine Corps enlistment as an infantryman and a Commission as an aviator. I have also served as a pilot and Federal Civil servant with the United States Air Force. I am a small business owner and father of three children who will be products of the New Orleans Educational system. I have a vested interest in the success of this community. I attended a public high school and university here in Louisiana.

Please provide a forecast of where you see the school in one year and then again in four years.
In one year the school will have 100 freshman students and will be working to increase enrollment and upgrade facilities. The goal is to have approximately 100 students per grade from 9th – 12th in four years with complete facilities and infrastructure.

Provide your understanding of the school's mission and/or philosophy.
The school's mission is to provide the State with a college preparatory institution where our children will be challenged to grow and learn in an environment that is safe and disciplined. The focus is to be on the learning and progress of the students as well as the parents and to increase the well-being of the entire community.

Indicate if you are familiar with the educational program that the school proposes to utilize.
The educational program is a college preparatory program at a Type 2 charter school which will enable students to receive a high school diploma from the Recovery School Distrcit (RSD) in Louisiana. Graduation requires the successful completion of 24 credits with 21 required units and 3 elective units. Generally, students will be required to take 4 units each in Math, English. Science and Social Sciences. Two units each in foreign language and Physical Education. As a military educational institution, JROTC will also be required.

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?
A successful board will be composed of members with varying professional and educational backgrounds to ensure diversity in thinking and culture as well as to limit bias. This board will have to set realistic expectations and ensure that the original goals and charter remain the focus. The appropriate hiring of administrators is of the utmost importance. Ensuring financial and professional soundness is paramount.

BIOGRAPHICAL AFFIDAVIT

How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?
This would be brought to the attention of the entire board for discussion and possible investigation.

If you or your spouse know any people already known to be prospective school employees or anyone that plans to do business with the school (including an education service provider), please so indicate and describe the relationship and nature of potential business.
I do not.

Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.
I do not foresee any conflicts.

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c)
or to a crime related to misappropriation of funds or theft?

YES IF YES, GIVE DETAILS:
X NO

Have you ever been adjudged bankrupt?

YES IF YES, GIVE DETAILS:
X NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

YES IF YES, GIVE DETAILS:
X NO

As a member of a charter school board of directors, do you understand that you are subject to the Louisiana code of Governmental Ethics, LA-R.S. 42:1101 et seq., and actions taken by you in your capacity as a board member should not be inconsistent with such Code?
Yes

HAVE YOU OBTAINED A COPY OF AND REVIEWED THE LOUISIANA CODE OF GOVERNMENTAL ETHICS?

ASSURANCE FORM
(must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

- management and administrative practices:
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management,
- financial accounting reporting requirements, including audit requirements;
- student and school performance;
- compliance with special education and Limited English Proficient (LEP) program requirements;
- compliance with state and federal grant programs, including all reporting requirements;
- all SBESE and Department of Education reporting requirements, including student count reporting;
- reporting annual school and student performance to students. parents and the public;
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools; and
- compliance with all terms of the charter agreement

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Subscribed and sworn before me, the undersigned Notary Public, this 3rd **day of** August, **20**09 **at** New Orleans, **Louisiana.**

NOTARY PUBLIC

3756 Silver Maple Ct ~ New Orleans, LA 70131

BLAKE LEMAIRE

blake.lemaire@arkelbesh.com

SUMMARY

Dedicated, engaged. and proactive leader focused on successful mission accomplishment Firmly believe in discipline and effective leadership as keys to success Extensive experience managing projected catering operations and logistics during contingency operations Distinctive 21 year military career with experience in infantry, fixed and rotary wing aviation, and leading combat organizations Well traveled with operational flying experience during multiple six month deployments from Asia to the Middle East

PROFESSIONAL EXPERIENCE

ARKELBESH

Managing Partner

- Develop Standard Operating Procedures for on site Disaster Relief Operations
- Develop and implement marketing strategy for national, regional and local contracting
- Organize and maintain equipment utilized for catering during emergency operations along gulf coast
- Organize and maintain staffing for operations

BESH RETAURANT GROUP

Managing Partner, Luke Restaurant

- Manage all aspects of restaurant operations and training of personnel
- Assist in opening of two restaurants including human resources. licensing. construction and menu preparation
- Supervise catering operations for seven onsite locations
- Plan, organize, and manage multiple locations for catering during emergency operations in Louisiana and Texas after Hurricanes Gustav and Ike
- Plan and organize base camp and catering operations after Hurricane Katrina

SHELL OIL COMPANY. AMERICAS

Assistant Aviation Manager, Western Hemisphere

- Responsible to Aviation Manager for ensuring compliance to standards by aviation contractors at locations throughout Wyoming, Denver, Colorado and the Gulf of Mexico
- Implement program for helideck inspection and upgrade in Gulf of Mexico
- Review, update and maintain changes to standard operating procedures guide for aviation
- Design and implement training program for Helicopter Landing Officer program for Gulf of Mexico
- Aviation subject matter expert for design of Gumusut production platform in Malayasia

UNITED STATES AIR FORCE, Belle Chasse, La

Chief of Standards and Evaluations

- Responsible to Commander for ensuring aircrew maintain established standards of flight proficiency through instruction, evaluation, and observation
- Manage and supervise the standardization program for 30 assigned pilots assuring adherence to safety and aviation standards
- Review. evaluate. and recommend improvements for formal courses of instruction. training programs, technical directives and written examinations. and incorporate changes into flight procedures

- Author and implement Flight Crew Information Files ensuring 100% compliance with Commander's intent
- Interface with Safety Office and Airfield Manager on issues relating to ground and flight safety and analyze data to identify adverse trends and prevent mishaps

Accomplishments
- Ensured 100% compliance with USAF and Fighter Wing directives during mandated evaluations, named number one Major in Operations Group
- Recognized by Wing Commander for precise management and consistent quality of programs. received outstanding marks on most recent evaluation
- Commander's designated representative at monthly Combined Safety Council meeting
- Selected ahead of more senior peers as Chief Evaluation Pilot managing eight Flight Examiners
- Recognized for leadership and service during Hurricane Katrina crisis, awarded Air Force Civilian Service Medal and Humanitarian Service Medal

Chief of Scheduling and Training
- Plan, schedule, coordinate, and monitor $19 3 million annual flying operation for 30 pilots and 17 aircraft encompassing 3595 flight hours and 2,217 sorties
- Oversee flying and ground training programs for 30 pilots ensuring combat capability and readiness
- Project Officer assigned to plan, schedule, and coordinate quarterly deployments in support of reserve training programs
- Prepare and present weekly Power Point and Excel briefings to senior military and civilian personnel

Accomplishments
- Ensured completion of yearly flying hour program through close coordination with outside agencies, named Group Civilian of the Quarter
- Increased overall scheduling efficiency to 96 4% with 100% training and upgrade requirements met by becoming resident expert on new scheduling software and implementing comprehensive annual training plan, awarded Air Force Commendation Medal
- Coordinated Letters of Agreement with airfields and ranges across the Gulf Coast to conduct over 170 sorties for 21 pilots ensuring combat capability prior to deployment to Afghanistan
- Proven Combat Aviator: awarded Air Medal and Aerial Achievement Medal for service in Afghanistan
- Recognized for service and leadership, awarded Meritorious Service Medal and named Company Grade Officer of the Year

UNITED STATES MARINE CORPS, Various locations
Assistant Operations Officer, Belle Chasse, La.
- Responsible to Operations Officer for establishing and monitoring training and scheduling programs for 24 pilots and 11 aircraft
- Responsible for submission of monthly Status of Resources and Training reports and Situational reports
- Project Officer assigned to plan. coordinate, and execute deployments of aircraft and personnel throughout the United States
- Assist with the planning, execution, and monitoring of Annual Training Plans for Active Duty and Reserve components including ground and flying operations

Accomplishments

- Ensured all pilots exceeded end of year aviation requirements improving unit combat capability
- Used dynamic leadership style to achieve unprecedented cooperation from Operations and Maintenance to further mission capabilities and improve the efficiency of critical processes
- As Project Officer, planned large scale Army National Guard joint operation at Forward Operating Base, awarded Army Achievement Medal
- Designated member of Standardization Board, Rotary Wing Check Pilot, and Crew Resource Management Facilitator
- Recognized for leadership, awarded Navy and Marine Corps Commendation Medal

Assistant Aircraft Maintenance Officer, Camp Pendleton, Ca.

- Responsible to Maintenance Officer for safety, licensing, and training of over 200 aviation maintenance personnel and associated ground equipment
- Responsible for implementing and monitoring Maintenance Evaluation Program ensuring compliance with USMC maintenance directives
- Manage Helicopter Functional Check Pilot, Quality Assurance, Joint Oil Analysis, and Life Support Equipment Programs
- Chair daily maintenance briefings ensuring proper conduct of scheduled and unscheduled maintenance, and compliance with technical directives and quality assurance principles
- Interface between Operations and Maintenance for daily flight scheduling issues

Accomplishments

- Recognized for outstanding conduct of Maintenance Training and Evaluation Program
- Ensured successful deployment of 19 aircraft with personnel and equipment including ordnance and hazardous materials to Remote Operating Base with no maintenance delays or discrepancies
- Authored Standard Operating Procedures guide detailing requirements for units deploying from the United States to Japan, awarded Navy and Marine Corps Achievement Medal
- Selected as member of Field Flight Performance Board to investigate aircraft mishap

PROFESSIONAL CERTIFICATIONS AND LICENSES

- Top Secret Security clearance
- Commercial Pilot Certificate, Fixed and Rotary Wing with Instrument ratings
- ISO 9001 certified, Quality Assurance
- ServeSafe Trained

PROFESSIONAL TRAINING

- Graduate, Air Force Squadron Officers School, Dec 2003
- Graduate, Air Force Advanced Flight Training, Columbus Air Force Base, Ms. May 2001
- Graduate, Navy and Marine Corps Flight Training, Pensacola, Fl. June 1994

EDUCATION

Bachelor, General Studies Science, 1991
Louisiana State University, Baton Rouge, La

- Member, Kappa Alpha Order Fraternity

BIOGRAPHICAL AFFIDAVIT

In connection with the organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth.

Nonprofit Corporation Name NEW ORLEANS MILITARY/MARITIME ACADEMY
Name of Proposed Charter MILITARY/MARITIME ACADEMY
Full Name: JAMES JOSEPH REISS III
Maiden Name or other names used at any time: *Have you ever had your name changed or used another name? If yes, give reason.* NO
Current Home Address: 1419 HENRY CLAY AVE. NOLA 70118
Current Telephone Number: 504-899-0460
Date of Birth: 02-02-72

EDUCATION LEVEL	SCHOOL NAME	YEAR COMPLETED
High School	METAIRIE PARK COUNTRY DAY	1990
✓ College	UNIVERSITY OF MISSISSIPPI	1995
Graduate Studies		
Other		

List of Professional Organization Membership(s) and/or Associations
Present Employer may be contacted: (YES) NO

List previous experience with a school district, charter school, educational management organization, nonprofit corporation and/or school board.

DATES	ORGANIZATION/SCHOOL	ADDRESS	POSITION
JAN 06 - JAN 08	AUDUBON CHARTER SCHOOL	428 BROADWAY ST. NOLA 70118	BOARD MEMBER
JAN 07 - PRESENT	TRINITY EDUCATION ENRICHMENT PROGRAM	329 JACKSON AVE NEW ORLEANS, LA. 70130	BOARD MEMBER

List any professional, occupational, or vocational licenses and/or certificates issued by any public or governmental licensing agency or regulatory authority that you presently hold or have held in the past.

ISSUE DATE	LICENSE/CERTIFICATE	ISSUER OF LICENCE/CERTIFICATE	EXPIRATION DATE
JAN 06	SERIES 7	NASD	N/A
JAN 06	SERIES 63	NASD	N/A

BIOGRAPHICAL AFFIDAVIT

During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

YES IF YES, GIVE DETAILS:

(NO)

Have you ever been convicted or pled nolo contender to a crime listed in L.A.R.S. 15:587.1(c) or to a crime related to misappropriation of funds or theft?

YES IF YES, GIVE DETAILS:

(NO)

Have you ever been adjudged bankrupt?

YES IF YES, GIVE DETAILS:

(NO)

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

YES IF YES, GIVE DETAILS:

(NO)

Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

WAS CONTACTED BY BILL RYAN AND COL TERRY EBBERT.

Please explain why you wish to serve on the board.

IN ORDER TO HELP INCREASE THE QUALITY OF EDUCATIONAL OPPORTUNITY FOR N.O. YOUTH.

Please indicate your understanding of the appropriate role of a public charter school board member. SUPPORT THE SCHOOL ADMINISTRATION BY ENSURING ADEQUATE RESOURCES ARE AVAILABLE, AND MONITORING PERFORMANCE. ALSO MAKE RECOMMENDATIONS TO THE ADMINISTRATION ON HOW TO MANAGE RESOURCES EFFICIENTLY.

Please indicate specifically the knowledge and experience that you would bring to the board. 15 YEARS OF MILITARY SERVICE PLUS 2 YEARS AS A BOARD MEMBER ON A NEW ORLEANS AREA CHARTER SCHOOL.

Please provide a forecast of where you see the school in one year and then again in four years. IN ONE YEAR, I SEE M/MA OPENING W/ INITIAL ENROLLMENT OF 150-200 STUDENTS. IN 4 YEARS I SEE THE SCHOOL GROWING TO 400-500 STUDENTS W/ A FULL ARRAY OF EXTRACURRICULAR PROGRAMS AVAILABLE.

Provide your understanding of the school's mission and/or philosophy.

PROVIDE NOLA AREA STUDENTS THE OPTION OF MILITARY SCHOOL EDUCATION.

Indicate if you are familiar with the educational program that the school proposes to utilize. YES.

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

- STRONG, DEDICATED ADMINISTRATION AND AN ENGAGED BOARD.
- SAFE W/ MODERN FACILITIES W/ STRONG COMMUNITY OR FUNDING SUPPORT (US AMOUNG OTHERS)
- CLEAR MISSION STATEMENT W/ CLEARLY IDENTIFIABLE GOALS.

BIOGRAPHICAL AFFIDAVIT

How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)? - REPORT DIRECTLY TO THE BOARD CHAIRMAN AND THE RSD.

If you or your spouse know any people already known to be prospective school employees or anyone that plans to do business with the school (including an education service provider), please so indicate and describe the relationship and nature of potential business.

NO.

Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

NO.

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c) or to a crime related to misappropriation of funds or theft?

YES IF YES, GIVE DETAILS:

NO

Have you ever been adjudged bankrupt?

YES IF YES, GIVE DETAILS:

NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

YES IF YES, GIVE DETAILS:

NO

As a member of a charter school board of directors, do you understand that you are subject to the Louisiana code of Governmental Ethics, LA-R.S. 42:1101 et seq., and actions taken by you in your capacity as a board member should not be inconsistent with such Code?

HAVE YOU OBTAINED A COPY OF AND REVIEWED THE LOUISIANA CODE OF GOVERNMENTAL ETHICS?

YES

ASSURANCE FORM
(must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

- management and administrative practices;
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
- financial accounting reporting requirements, including audit requirements;
- student and school performance;
- compliance with special education and Limited English Proficient (LEP) program requirements;
- compliance with state and federal grant programs, including all reporting requirements;
- all SBESE and Department of Education reporting requirements, including student count reporting,
- reporting annual school and student performance to students, parents and the public;
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools; and
- compliance with all terms of the charter agreement.

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Subscribed and sworn before me, the undersigned Notary Public, this 4th **day of** Aug **, 2009 at** New Orleans **, Louisiana.**

NOTARY PUBLIC
Lee C Reid
LA Bar 26481

JAMES J. REISS III

1419 Henry Clay Ave.
New Orleans, LA 70118
(504)899-0460

PERIENCE

Institutional Equity Sales, Howard Weil Inc. New Orleans, LA — **August 2005-Present**
Captain, United States Marine Corps — **1996-2005**

Marine Light Attack Helicopter Squadron 773 - New Orleans, LA — **August 2003-July 2005**
Marine Light Attack Helicopter Squadron 367- San Diego, CA — **February 2000-July 2003**

Positions Held:

Aircraft Maintenance Department Supervisor — **September 2004-July 2005**
- Supervise the daily maintenance and procurement of supplies and parts for 11 helicopters
- Responsible for over $100 million in capital equipment

Future Operations and Plans Officer/ Tactics Officer — **June 2003-September 2004**
- Liaison for US Marine Aviation to all Special Forces and foreign governments during 6 month combat deployment to Afghanistan
- Oversaw all squadron combat mission planning and advised squadron commander as Squadron's Tactics expert

Pilot Training Officer — **February 2001-June 2002**
- Acted as senior squadron flight instructor for over 12 months
- Developed training plan and scheduled daily training for 53 helicopter pilots

Quality Assurance Officer — **February 2002-February 2001**
- Scheduled and executed bi-annual audits of all programs within the maintenance department

Public Affairs Officer — **March1999-February 2000**
- Responsible for supporting all media events dealing with squadron activities or deployments
- Acted as squadron liaison to local media

MILITARY EDUCATION:

Marine Weapons and Tactics Instructor Pilots Course, March–May 2002
Naval Flight School–Pensacola, Florida, March 1997–September 1998
- Graduated First in Class

U.S. Marine Corps Officer Basic School, May-November 1996
U.S. Marine Corps Officer Candidates School. January-April 1996
Marine Combat Water Survival Instructor Course, August 1993
Marine Corps Military Police Academy, October 1991

AWARDS:

Distinguished Flying Cross, 2005
- Awarded combat "V" device for Valor in combat

6 Air Medals, 2004
- Awarded 2 combat "V" device for Valor in combat

Navy Commendation Medal, 2003
Navy Achievement Medal, 2004
Combat Action Ribbon, 2004
Marine Corps Expeditionary Medal, 2000
Armed Forces Expeditionary Medal, 2000
2 National Defense Service Medals, 1991-2004
Selective Marine Corps Reserve Medal, 1995
Global War on Terrorism Expeditionary Medal, 2004
Global War on Terrorism Service Medal, 2004
Humanitarian Service Medal, 2000
4 Meritorious Unit Commendations, 1999-2004
Navy Unit Commendation. 2005
4 Navy Sea Service Deployment Ribbons, 1999-2004
3 Letters of Appreciation, 1993-1995
Certificate of Commendation, 1993

SKILLS/ QUALIFICATIONS

Series 7, 63 Licensed

EDUCATION: **University Of Mississippi,** 1995
Bachelor of Arts in Business Administration

References available upon request

BIOGRAPHICAL AFFIDAVIT

In connection with the organization and charter school application. I herewith make representations and supply information about myself as hereinafter set forth.

Nonprofit Corporation Name	New Orleans Military/Maritime Academy
Name of Proposed Charter	New Orleans Military/Maritime Academy
Full Name:	Edwin Paul Compass III
Maiden Name or other names used at any time: *Have you ever had your name changed or used another name? If yes. give reason.*	
Current Home Address:	4770 Lennox Boulevard New Orleans, LA 70131
Current Telephone Number:	(504)-213-0736
Date of Birth:	August 29, 1958

EDUCATION LEVEL	SCHOOL NAME	YEAR COMPLETED
☒ High School		
☒ College		
☒ Graduate Studies	Loyola University, New Orleans	2002
☐ Other		

List of Professional Organization Membership(s) and/or Associations

Present Employer may be contacted: ☒ YES ☐ NO

List previous experience with a school district, charter school, educational management organization, nonprofit corporation and/or school board.

DATES	ORGANIZATION/SCHOOL	ADDRESS	POSITION
2004-Present	Recovery School District		Director of Safety & Security

List any professional, occupational, or vocational licenses and/or certificates issued by any public or governmental licensing agency or regulatory authority that you presently hold or have held in the past.

ISSUE DATE	LICENSE/CERTIFICATE	ISSUER OF LICENCE/CERTIFICATE	EXPIRATION DATE

BIOGRAPHICAL AFFIDAVIT

During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

☐ YES IF YES, GIVE DETAILS:
☒ NO

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c)
or to a crime related to misappropriation of funds or theft?

☐ YES IF YES, GIVE DETAILS:
☒ NO

Have you ever been adjudged bankrupt?

☐ YES IF YES, GIVE DETAILS:
☒ NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ YES IF YES, GIVE DETAILS:
☒ NO

Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

From Dr. Paul Vallas and Col. Terry Ebbert.

Please explain why you wish to serve on the board.

To ensure a better future for our children.

Please indicate your understanding of the appropriate role of a public charter school board member.

A public charter school board member's role is one of oversight and policy-making Oversight includes setting annual goals relative to academic achievement and fiscal solvency and evaluation of the school's principal (in this case, the principal and the commandant). Oversight should not be confused with micro-management. Policy should not be confused with administrative procedures. The role of the board is to provide policy that supports the vision of the school and to ensure that the 'CEO's of the school are leading the school to realization of the vision. Board members should receive annual training and should be familiar with the school's programs and procedures, but the focus of the board should be outcome.

Please indicate specifically the knowledge and experience that you would bring to the board.

Over 40 years of law enforcement and youth work.

Please provide a forecast of where you see the school in one year and then again in four years.

In one year the school will have approximately 100 ninth graders participating in academic, military, and limited extracurricular activities. The facility in which these students will be housed will be fully renovated in the area required for these students. Renovations in other portions of the facility will be on-going. By year four the school will be fully operational with

approximately 400 ninth through twelfth graders; fully staffed and implemented academic, maritime, extracurricular, and JROTC programs at all grade levels; active family and community engagement in the school's program; and state-of-the-art facilities.

Provide your understanding of the school's mission and/or philosophy.

Our vision for the *Federal City Military/Maritime Academy* is to become a renowned secondary educational institution where young women and men are challenged and nurtured through rigorous college preparatory and education-to-career curricula that are designed to assure student learning, student progress, and student achievement leading to exceptional post-secondary qualifications.

The mission of the *Federal City Military/Maritime Academy* is to provide students a quality education in a safe, protected, and disciplined environment. Through the support of the total school community (academic staff, military staff, parents, and community organizations) students will develop the citizenship, leadership, work habits, and communication skills that will ensure self-actualization of their dreams and goals to the fullest potential

Indicate if you are familiar with the educational program that the school proposes to utilize.

A. The *Federal City Military/Maritime Academy* cadets will follow a college preparatory program that will enable cadets to achieve a total of 24 credits thereby qualifying to receive a high school diploma from the Louisiana Recovery School District. Beginning with incoming freshmen in 2010, all ninth graders will be enrolled in the Louisiana Core 4 Curriculum. For incoming freshman in 2010 and beyond, the 24 units required for graduation shall include 21 required units and 3 elective units. Incoming freshmen in 2010 and beyond can complete an academic area of concentration by completing the course requirements for the LA Core 4 Curriculum.

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

A successful school board is focused on outcomes, not bogged down in procedures. The most crucial and fundamental duty of the school board is to hire the school administrator(s) (CEOs) whom they believe can best achieve the vision of the school. Other specific steps include: providing that administrator (or administrators) with sound policy that facilitates implementation of programs. growth, and management of the school's resources; setting realistic goals (annual and long term) and holding the school's administrators accountable, ensuring fiscal solvency and transparency through board oversight by ensuring that at least a core of board members have reasonable financial expertise and attend audit debriefs , and have an understanding of the school's mission, vision, philosophy, academic programs, and extra-curricular programs. Successful school boards should establish a Board Professional Development schedule.

BIOGRAPHICAL AFFIDAVIT

How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

I would turn over facts to the appropriate law enforcement agency.

If you or your spouse know any people already known to be prospective school employees or anyone that plans to do business with the school (including an education service provider), please so indicate and describe the relationship and nature of potential business.

None.

Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

None.

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c) or to a crime related to misappropriation of funds or theft?

☐ YES IF YES, GIVE DETAILS:

☒ NO

Have you ever been adjudged bankrupt?

☐ YES IF YES, GIVE DETAILS:

☒ NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ YES IF YES, GIVE DETAILS:

☒ NO

As a member of a charter school board of directors, do you understand that you are subject to the Louisiana code of Governmental Ethics, LA-R.S. 42:1101 et seq., and actions taken by you in your capacity as a board member should not be inconsistent with such Code?

☒ HAVE YOU OBTAINED A COPY OF AND REVIEWED THE LOUISIANA CODE OF GOVERNMENTAL ETHICS?

ASSURANCE FORM
(must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

- management and administrative practices;
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
- financial accounting reporting requirements, including audit requirements;
- student and school performance;
- compliance with special education and Limited English Proficient (LEP) program requirements;
- compliance with state and federal grant programs, including all reporting requirements;
- all SBESE and Department of Education reporting requirements, including student count reporting;
- reporting annual school and student performance to students, parents and the public;
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools; and
- compliance with all terms of the charter agreement.

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Edwin P Conyers III

Subscribed and sworn before me, the undersigned Notary Public, this 4/2

day of August, **2009 at** New Orleans, **Louisiana.**

NOTARY PUBLIC

Lee C. Reid
LA Bar 24481

EDWIN P. COMPASS, III

4770 Lennox Boulevard, New Orleans, Louisiana 70131
Home: 504-393-4944
Cell: 504-312-0736
Email: Eddie.Compass@RSDLA.NET

SUMMARY OF QUALIFICATIONS

Results oriented professional with extensive experience in creating, developing and executing tactical strategic plans. Offers exceptional leadership, communications and strong background in the following broad-based competencies·

Strategic Planning **Security & Defensive Controls management** **Systems Analyst**
Program Management **Public Administration** **Fiscal Management**

- Innovative Security Systems Consultant with exceptional and proven leadership skills
- Demonstrated and Extensive Criminal Justice expertise in strategic planning and organizational development
- Proven Quantitative and Qualitative Expertise
- Highly-effective communicator able to act as liaison between various organizations to achieve objectives
- Able to establish rapport with a wide variety of clientele, while maintaining cultural sensitivity with members of diverse groups, while promoting team cohesiveness
- Highly motivated, reliable, confident and committed to professional standards
- Creative and demonstrated problem solver who rapidly adapts to changing demands
- Well organized, able to prioritize and generate results to achieve organizational objectives within time and budgetary expectations
- Competitive and innovative with excellent communication and interpersonal skills

EDUCATION

Loyola University, 6363 St. Charles Avenue, New Orleans, LA 70118
Master of Criminal Justice – Spring 2002

Loyola University, 6363 St Charles Avenue, New Orleans, LA 70118
Bachelor of Criminal Justice – Spring 2000

Delgado Community College, 615 City Park Avenue, New Orleans, LA 70119
Associates of Arts – Criminal Justice – Fall 1996

PROFESSIONAL EXPERIENCE

RECOVERY SCHOOL DISTRICT
1641 Poland Avenue, New Orleans, LA 70117

Director of the Public Safety & Security Department **2007 – Present**
Provide professional law enforcement services to create a safe educational community for students. faculty and staff Establish written goals and objectives that are effective and provides direction to all individuals

COMPASS SOLUTIONS GROUP
4770 Lennox Blvd., New Orleans, LA 70131

Management Consultant **2005 – Present**
Provide professional guidance and assistance in Security, Law Enforcement, and Executive Management. Evaluate systems management, create focal point, and pursue appropriate policy/regulatory changes Provide strategies to cultivate and infuse approaches conductive to the client's atmosphere and objective.

LOYOLA UNIVERSITY
6363 St Charles Avenue, New Orleans, LA 70119

Adjunct Professor – Criminal Justice Program **2002 – 2005**

NEW ORLEANS POLICE DEPARTMENT
715 South Broad Street, New Orleans, LA 70119

Superintendent of Police **05/2002 – 11/2005**
Organized, supervised and disciplined a 1700 member commissioned and civilian force, in addition to volunteer and support staff. Responsibilities included enforcing all city and state laws, ordinances and statues. Implemented with proven results, successful initiatives related to overall crime prevention, disciplined financial management, and enhanced workforce morale.

Assistant Superintendent of Police **11/2001 – 03/2002**
Chief of Operations
Responsible for the daily supervision of 1600 commissioned and civilian employees, as well as eight (8) patrol districts. and the Investigative Support, Patrol and Special Response Units, including SWAT, K-9, Mounted and the Tactical, Traffic, Narcotics and Reserve Divisions. Responsible for all major events, i.e , Super Bowl, Sugar Bowl, Mardi Gras, etc Additional responsibilities included overseeing COMSTAT (Crime fighting strategy meetings), manpower allocation and budget facilitation.

First District **11/1997 – 11/2001**
Police Captain/Commander
Responsibilities included the supervision of 150 police and civilian employees, interaction with community groups, preparation for COMSTAT meetings, devising crime fighting strategies and overseeing the Federal Weed and Seed Grant.

Community Oriented Policing Squad **03 /1995 – 11/1997**
Police Lieutenant/Commander
Responsibilities included spearheading crime fighting efforts in the city's public housing developments, and forming and organizing community partnerships with residents of public housing, which reduced the murder rate by 73% and overall crime by 24%. As a result, the unit received worldwide recognition and was featured in Time Magazine and many other journals and publications.

Police Athletic League **05/1992 – 03/1995**
Police Sergeant/Commander
Responsibilities included organizing and implementing youth programs on a citywide level for over 500 children who participated in the program on an annual basis.

Street Crimes Unit **02/1991 – 05/1992**
Police Sergeant/Commander
Responsibilities included combating drug activity and targeting violent criminals on a citywide basis

Intelligence Division **06/1987 – 02/1991**
Police Officer
Provided daily security and protected the Mayor of New Orleans.

Applicant Investigation Unit **03/1981 – 06/1987**
Police Officer
Conducted extensive background investigations on prospective police recruit applicants

Urban Squad **08/1979 – 03/1981**
Police Officer
Handled calls for service and conducted investigations in public housing developments and the surrounding areas of the city of New Orleans.

JOB RELATED TRAINING

- FBI National Executive Institute
  - Executive Leadership Training, Sun Valley, Idaho – June 7-13, 2004
  - Leadership in Changing Times, Sun Valley, Idaho – June 8-15, 2004
- Harvard University – John F. Kennedy School of Government Senior Management of Regulatory and Enforcement Agencies – October 20-25, 1992
- Aspen School of Leadership – 2001
- Harvard University – John F. Kennedy School of Government Senior Management Institute, 1998
- FBI National Academy – 1997
- O'Leary School of Assessment – 1996
- Executive Management Northwestern Institute – 1993
- Metropolitan Area Committee – 1992
- New Orleans Police Department Basic Recruit Training 04/1979 – 08/1979

HONORS, AWARDS, AND MEMBERSHIPS

- Monte Lemann "Career Service" Award – 2004
- Delgado "Circle of Excellence" Award – 2004
- Loyola University Black Student Union Outstanding Achievement Award – 2004
- ASIS International "Top Cop" Award – 2003
- Keystone Community Service Award – 2003
- Loyola University, Alumnus of the Year – 2002
- Crime Stoppers Award – 2002
- Black Soul Entertainment Achievement Award – 2002
- Kiwanis Lawman of the Year Award – 2002, 2001, and 1997
- Police Association of New Orleans Commander of Year Award – 2001
- St. Peter Claver Community Service Award – 2001
- New Orleans Police Department Crime Reduction Award – 2000 and 1997
- Dunbar Career Service Award – 1999
- New Orleans Police Department , 4 Medals of Commendation – 1979, 1981, and 1995
- Housing Authority of New Orleans Award of Merit – 1997
- Black Organization of Police Achievement Award – 1997
- Numerous Letters of Commendation – New Orleans Police Department
- Chester Elementary School Role Model of the Year Award – 1996
- Mayoral Award of Merit
- WDSU Making a Difference Award – 1995
- St. Phillip Preschool Volunteer of the Year Award – 1996 and 1995
- New Orleans Police Department Officer of the Month Award – 1992, 1991, 1990, 1981 and 1979
- New Orleans Police Department Medal of Merit – 1991
- KAPPA ALPHA PSI Alumni Chapter
- Alpha Phi Sigma National Criminal Justice Honor Society – Loyola University
- Prince Hall Mason - Masonic Hall #168
- ALPHA SIGMA NU Honor Society
- All Congregations Together
- FBI National Academy Association
- St. Augustine High School Alumni Association

Gerald "Lee" Busby
Colonel, USMC(R), Ground
Combat Arms Officer

Security Clearance: TopSedSCI

B.S. Economics|Int'l Finance

E-mail. leebusby@aol.com
Permanent Home Address:
2 Monnish Drive Tuscaloosa,
AL 35401
US Phone (205)758-5554

Military Assignments|Experience

Aug 2005 - present, Vice Chief of Staff, US Marine Corps Forces Reserve. (-100,000 Marine Reservists)

July 2007 - July 2008 Program Manager, MNF-I, Rule of Law Centers, Iraq $180 mi II ion, 6 Centers across Iraq.

Aug 2003 - Aug 2005, Deputy Chief of Staff, US Marine Corps Forces Europe (92 country, Area of Responsibility)

Dec 2002 - Mar 2003 Commander, Joint Task Force, Assembly/Marshalling of Free Iraqi Forces. Europe

Jul 2002 - Dec 2002 Deputy Chief of Staff, US Marine Corps Forces Europe

Sep 2001 - Jun 2002 Current Operations Officer, US Marine Corps Forces Europe

Aug 1999 - Aug 200 1 Commanding Officer, 3d Battalion, 23d Marines, 4th Marine Division

Sep 1996 - Aug 1999 Readiness Officer, G-3, 4th MarDiv Sep 1994 - Sep 1996, Liaison Officer, J-3 Exercises, Special Operations Command, Central

Sep 1990 - Aug 1994 Aerial Observer, VMO-4 Marine Observation Squadron

Mar 1984 - Aug 1990 Reconnaissance Platoon Commander/Operations Officer. 3d Force Recon Co

Sep 1980 - Feb 1984 Rifle Platoon Commander|Rifle Co Exec Off/A sst Battalion Operations Officer, 3d Bn 6th Mar

SPECIAL SCHOOLS. Joint Forces Reserve Officers Crse. Senior Officers NATO Policy Crse, Joint Operations Crse, Commander's Crse. Reserve Officers Nat'l Security Crse. Aerial Observers School, Recon Ops Planning Crse, Scout Swimmers Course, Jump School. SCUBA School, Pathfinders Crse, Mountain Ldr Crse

Civilian Positions|Experience

Jul 2004 - Dec 2006 Northrop Grumman Corp. Business Development in Europe for Military Training Services|Base operations & maintenance

May 1995 - May 2003 Principal, LBI Investments, Inc Investment management firm, handling publicly traded securities for corporate and individual clients. Assets under management rose from $30 million to approx. $120 million.

Mar 1993 - Apr 1995 Investment Rep, Edward D Jones & Co., Tuscaloosa, Alabama.

Mar 1987 - Feb 1993 Investment Consultant, Merrill Lynch., Tuscaloosa, Alabama

Jun 1986 - Mar 1987 Personnel Manager, Neptune Water Meter Co Division of Schlumberger Intl Tallassee, Alabama Managed the Personnel Dept. of a 500 employee manufacturing plant.

Nov 1984 - May 1986 Manufacturing Foreman and Personnel Assistant, Diversified Products, Inc.

REFERENCES:
Civilian and Military References, upon request
PERSONAL NOTES Four children, Natalie 23, Lee 21, Henry 18 and Harris 15

(Military - Continued) ADDITIONAL SENIOR LEVEL SCHOOLS. Executive Program in Advanced Security Studies, George C Marshall Center, European Center for Security Studies (Sep - Dec 2005)

African Center for Strategic Studies (Feb 2004)

Military / Civilian Bio

HEADQUARTERS
MUL TI NA TIONAL FORCE -IRAQ
BAGHDAD IRAQ
APO AE 09342 1400

REPLY TO
ATTENTION OF

MNFI-CG

16 September 2008

MEMORANDUM FOR President, FY10 USMC Brigadier General Selection Board
Headquarters U S Marine Corps (MMPR-1), Harry Lee Hall, 17 Lejuene Road, Quantico, Virginia 22134-5104

SUBJECT Colonel Gerald Lee Busby, 421-82-7446

1 I am writing to offer you my unqualified endorsement of Colonel Lee Busby, who was assigned to my headquarters at Multi-National Force-Iraq from July 2007 to July 2008 within the Staff Judge Advocate Section

2 During this period, Lee served as Project Manager for establishment of a Rule of Law Complex in Ramadi, and subsequently as overall Program Manager for the Rule of Law Complex initiative throughout Iraq I watched this critical Rule of law effort move from concept to reality under Lee's brilliant and masterful direction His innovation, tenacity, ability to *deal* with people across a broad spectrum and varied professional experiences make him superbly suited for higher responsibilities

3. Having personally relied upon his extraordinary talents during counterinsurgency operations in Iraq, it is my firm conviction that Colonel Lee Busby would be a tremendous asset to the U S Marine Reserve Forces as a General Officer.

4 If you have any questions, please contact me at david petraeus@us army mil

~~%c

DAVID H PETRAEUS
General, US Army
Commanding

Attachment 1: Letter of Recommandation
General David H. Petraeus
Commander, U.S. Central Command

USMC FITNESS REPORT
NAVMC 11297 (Rev 4-03) (P A-PES 5 2 1 9)
FITREP ID #540463

ADDENDUM PAGE

DO NOT STAPLE THIS FORM

A PURPOSE

1 Marine Reported On a Last Name	b First Name	c M 1	d SSN	e Grade	2 Occasion and Period Covered a OCC	b From	To
BUSBY JR	GERALD	L	XXXXX7446	COL	CH	120070708	120080131

3 Purpose

a Continuation of Com ments Justification	Section I	RO	b Accelerated Promotion Justification	c Adverse Report MRO Statement	3rd Officer Sighter	d Admin Review	e Supplemental Material	f HOMe Use
0	~	0	0	0	0	0	0	0

B TEXT

This is a Combat/Joint fitness report as MRO's duties required close and continuous liaison with Multi National Corps - Iraq (U.S. III Corps), MNF-W's operational HQ; Multi National Force - Iraq, and U.S. Department of State officials throughout his deployment to Al Anbar Province, Iraq in support of Operation IRAQI FREEDOM 06-08

Originally sourced and mobilized to fill a Joint Billet on a Provincial Reconstruction Team, Colonel Lee Busby was identified by MNF-I as an ideal Project Manager upon arrival in theater. Office of Provincial Affairs agreed to provide him for that use, and MNF-W endorsed his selection to work on the project in the Anbar Province, AO Atlanta.

Col. Busby was assigned as Project Manager for one of a handful of Rule of Law Complexes being established regionally throughout Iraq. In particular, the $17 million project in the provincial capital of Ramadi spans 4 vertical levels of Command (MNF-I, MNC-I, MNF-W and BCT 1-3) involves personnel from 4 separate US Military Services, two separate National governments (USG and GOI), three levels (Federal, Provincial and Municipal) of a Host Nation government, and three Cabinet level US Departments (000, 005, and DoJ) .
Thus, complexities and the intersection of the Joint, interagency, and intergovernmental worlds create dynamics only the finest project manager can orchestrate. Beyond the natural complications associated with the development of the complex itself, the other component is the requirement that the facilities be secure from interference by those intent on disrupting the rule of law through attack or intimidation on the judges and staff, and destruction of the judicial facilities. All these aspects must be woven together.

We find ourselves at this writing with a Rule of Law Complex well on track and seemingly intact across the myriad levels of interest and involvement. Frankly this is a herculean job, and I'm now convinced only Lee Busby could have handled it. Part of this is his inherent Marine can do spirit. Part of it is his credibility, appearance, and exceptional ability to convey his thoughts, ideas, and proposals both verbally and in writing; and part of it is his natural leadership qualities which have induced the stakeholders of this project wherever and whoever they are to cooperate and commit themselves to the outcome. I credit all this to Lee Busby'S exceptional interpersonal skills and leadership qualities. (cont'd.)

C. SUBMITTED BY

1 a Last Name	b First Name	c MI	2 SSN	3 Service	4 Grade
ALLEN	JOHN	R	XXXXX5762	USMC	MAJGEN

Electronically Signed By
John CRJ1ffen
Signature

2008 03 06
(Date In YVYYMMDD format)

D. GENERAL/SENIOR OFFICER ADVERSE REPORT SIGHTING

Attachment 2: Evaluation Report in conduct of JointJInterAgency Duties
LtGen John Allen
Deputy Commander, CENTCOM

USMC FITNESS REPORT
NAVMC 11297 (Rev 4~3) (P A-PES 5 2 1 9)
FITREP 10 #540463

ADDENDUM PAGE

DO NOT STAPLE THIS FORM

A. PURPOSE

1 Marine Reported On					2 Occasion and Period Covered		
a Last Name	b First Name	c MI	d SSN	e Grade	a OCC	b From	To
BUSBY JR	GERALD	L	XXXXX7446	COL	CH	120070708	120080131

3 Purpose

a. Continuation of Comments			b Accelerated Promotion	c Adverse Report		d Admin	e Supplemental	f HOMC
Justification	Section I	RO	Justification	MRO Statement	3rd Officer Sighter	Review	Material	Use
0	~	0	0	0	0	0	0	0

B TEXT
(cont'd.)

This officer has significant potential for long term service in the Corps. His many qualities lead me to recommend he should be a General Officer, a recommendation I do not make lightly.

C. SUBMITTED BY

1 a. Last Name	b First Name	c MI	2 SSN	3 Service	4 Grade
ALLEN	JOHN	R	XXXXX5762	USMC	MAJGEN

Electronically Signed By
Jofin 1(ßlrfen
Signature

2008 03 06
(Date in YYYYMMDD format)

D GENERAL/SENIOR OFFICER ADVERSE REPORT SIGHTING

1 a. Last Name	b First Name	c MI	2 SSN	3 Service	4. Grade

5 Title

DODD D DD

Signature

(Date in YYYYMMDD format)

BY-LAWS OF THE
NEW ORLEANS MILITARY AND MARITIME ACADEMY, INC.

ARTICLE I: Designation and Articles of Incorporation

The Name, Purposes, Limitations and Duration of the New Orleans Military and Maritime Academy, Inc., sometimes hereinafter referred to as "NOMMA" or "the Corporation", are stated in its Articles of Incorporation.

ARTICLE II: Offices

2.1 Principal Office. The principal office of the NOMMA shall be located in 643 Magazine Street, Suite 403, New Orleans, Louisiana 70130-3405.

2.2 Other Offices. The Corporation may have such additional offices within the State of Louisiana as the Board of Trustees may establish.

ARTICLE III: Structure

3.1 Members. The Board of Trustees of NOMMA shall constitute the active members of the Corporation and, when meeting as the Board, may exercise the rights and powers of the Corporation.

3.2 Annual Meeting. There shall be an annual meeting of the members during the month of July of each year for the purpose of electing Board members, if vacancies exist. If no vacancies exist, that shall be noted in the minutes of the annual meeting.

ARTICLE IV: Board of Trustees of New Orleans Military and Maritime Academy, Inc.

4.1 General Powers. The Board of NOMMA shall be referred to as the Board of Trustees. The affairs of the Corporation shall be managed under the direction of its Board. All powers of the Corporation may be exercised by the Board of Trustees. Subject to the limitations contained within the provisions of the Louisiana Non-Profit Corporation law (La. R.S. 12:201 *et seq.*), the *Articles of Incorporation*, these By-Laws.

and all policies established by the Corporation's Board of Trustees, the Board of Trustees shall set the policies of the Corporation, shall supervise, manage, and control the affairs and activities of the Corporation, and may adopt positions on issues of substance related to the purposes of the Corporation. All powers of this Corporation shall be exercised by, or under the authority of, the Board of Trustees. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board of Trustees shall have the following powers, to wit:

(1) To select and remove the officers of this Corporation, to prescribe such powers and duties for them as may not be inconsistent with the Louisiana Non-Profit Corporation law, the Articles of Incorporation, or these By-Laws, and to employ, discharge, and fix the compensation of Corporation personnel.

(2) To conduct, manage, control and establish policies concerning the affairs and business of the Corporation; to determine on an annual or other basis the substantive areas in which the Corporation's activities are to be concentrated; to establish on an annual or other basis the priorities of the Corporation; and to oversee generally the implementation of the Corporation's program.

(3) To borrow money and incur indebtedness for the purpose of the Corporation, and to cause to be executed and delivered therefore, in the name of the Corporation, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidences of debt and securities therefore.

Among the policies to be set by the Board shall be policies prescribing the obligations of Board members with respect to fundraising and financial contributions.

attendance at Board meetings, and commitment of time and effort to the affairs of the Corporation.

4.2 Number and Qualification of Trustees. The authorized number of Trustees, to be set by the Board of Trustees, shall be no less than three (3) and shall not exceed seven (7). At least one member of the Board of Trustees shall possess significant experience in financial affairs, to assist the Board in better managing the fiscal affairs of the Corporation. At least one member must be a certified teacher in good standing in the State of Louisiana.

4.3 Appointment and Tenure of the Board. The current Board of Trustees is made of the following individuals who shall serve as Trustees through the current term described below:

Seat 1 –

Seat 2 –

Seat 3 –

Seat 4 –

Seat 5 –

Seat 6 –

Seat 7 –

The initial terms of Seats 1, 2 and 3 will expire June 30, 2010. The initial terms of Seats 3, 4, and 5 shall expire June 30, 2011. The initial terms of Seats 6 and 7 will expire June 30, 2012. At the annual meeting of the members, the members shall elect new members to fill vacancies created by expiring terms. Upon the expiration of the initial terms of each Board Member, the succeeding members and any newly appointed members will serve for three (3) year terms.

4.3.1. *General Provisions applying to all Terms.*

The term of each Trustee shall expire upon the election and qualification of their successors. Trustees may serve no more than two full terms consecutively. Should a Trustee fill a vacancy with less than twelve (12) months left in the unexpired portion of the term of the vacant Trustee Seat, the filling of the vacancy shall not be considered a full term.

4.3.2. *Qualifications of Trustees.*

Subsequent to the expiration of the initial term, Board Seats will be filled and occupied by community members who have demonstrated substantial involvement or significant experience in either education or community service in the Greater New Orleans Metropolitan area, and/or fulfills other criteria that may be specified by the Board.

4.4 **Board Vacancies**.

4.4.1. A Board vacancy or vacancies shall be deemed to exist if any Trustee dies, resigns, or is removed, or if the authorized number of Trustees is increased.

4.4.2. The Board may declare vacant the office of any Trustee who has been convicted of a felony, or has been found to have breached any duty arising under Louisiana law or to be of unsound mind, by any court of competent jurisdiction. or has failed to attend three (3) or more meetings of the Board of Trustees in any calendar year.

4.4.3. Removal of a Trustee for one or more of the reasons listed in subsection 4.4.2. above may be initiated by written petition of any member of the Board. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Trustee whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board of Trustees shall be taken in public. After reasonable

notice and an opportunity to respond, a Trustee may be removed at any time, for cause, by a vote of two-thirds (2/3) of the Board of Trustees then serving if in their judgment the best interests of the Corporation would be served thereby.

4.4.4. A vacancy on the Board shall be filled in the manner of selection as prescribed in Article IV, Section 4.3. Notwithstanding, until such time as a Trustee is elected and qualified to fill a vacancy, a vacancy may be filled by a majority vote of the remaining Trustees, although less than a quorum. Each Trustee so elected shall hold office until a successor has been appointed and qualified. Any vacancy shall be filled only for the remainder of the term of the Trustee whose seat is vacant.

4.4.5. No reduction of the authorized number of Trustees shall have the effect of removing any Trustee prior to the expiration of the Trustee's term of office.

4.5 Resignation. Subsequent to the initial meeting of the Board, any Trustee may resign at any time by notifying the Board President or Secretary in writing. Such resignation shall take effect on the date of receipt of such notice or at any other time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

4.6 Compensation. Trustees shall not receive any salaries or fees for their services as Trustees, and shall be further prohibited from serving the Corporation in any other capacity or providing goods and services and receiving compensation therefore. To the extent permitted by law, Trustees may be reimbursed for ordinary and necessary expenses that he or she may incur in transacting business on behalf of the Corporation, but only after securing written approval from the President of the Board prior to incurring such expenses.

4.7 Indemnification of Trustees. To the fullest extent permitted by law, the Corporation shall indemnify its Trustees and Officers, or former Trustees and Officers,

against judgments and fines (whether civil, criminal, administrative, or investigative) and amounts paid in settlement, costs, and expenses (including reasonable attorneys' fees) actually and necessarily incurred by him or her in connection with the defense of any pending or threatened action, suit, or proceeding in which he or she is or may be made a party by reason of having been such Trustee or Officer, for acts or omissions committed within the scope of activity as a Trustee or Officer, provided that the Board of Trustees determines that the person or persons to be indemnified reasonably believed that he or she was acting in the best interests of the Corporation, and did not act willfully, with gross negligence, or with fraudulent or criminal intent.

ARTICLE V: Officers of the Board

5.1 Officers. The Officers of the Corporation shall be a President, Vice President, Secretary and Treasurer and other officer so created by a vote of at least two-thirds (2/3) of the Trustees then serving.

5.2 Election. The Board of Trustees shall elect the Officers annually. Each officer shall hold office until he or she resigns, is removed, or otherwise is disqualified to serve, or until his or her successor is elected. Officers may serve more than one term but may only serve two consecutive terms. In electing its officers, the Board may seek recommendations from, the Nominating Committee. Vacancies (due to removal, resignation, disqualification, death, or otherwise) may be filled for the unexpired portion of the term, or new offices created and filled, at any meeting of the Board of Trustees, by majority vote of the Board of Trustees.

5.3 Resignation and Removal. Any Officer may resign his or her office at any time by notifying the President or Secretary in writing. Such resignation shall take effect on the date of receipt of such notice or at any other time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it

effective. An Officer may be removed at any time, for cause, by a vote of two-thirds (2/3) of the Board of Trustees then serving if in their judgment the best interests of the Corporation would be served thereby.

5.4 President. It shall be the duty of the President of the Board to preside at all meetings of the Board, to name the members of all standing and special committees of the Board and to fill all vacancies in the membership of such committees, in accordance with the provisions of these Bylaws.

5.5 Vice President. It shall be the duty of the Vice President of the Board to preside at all meetings of the Board in the absence of the President of the Board.

5.6 Secretary. The Secretary shall serve as custodian of the Board's records. Copies of all minutes, papers and documents of the Board may be certified to be true and correct copies thereof by the Secretary of the Board or legal counsel if serving as Secretary of the Meeting.

5.7 Treasurer. It shall be the duty of the Treasurer to chair any financial review committee and oversee review of the organizations budget and expenditures.

ARTICLE VI: Board Committees

6.1 Committees. The Board of Trustees may create and organize itself into various other committees in order to better fulfill its responsibilities, including Committees to address Finances, Personnel and Development. Members of the Corporation's Executive Management, including without limitation, the Principal and Business Manager, may also serve on a committee of the Board. Any such committee shall not be authorized to act on behalf of the Corporation, but shall serve solely in an advisory capacity in making such recommendations to the Board of Trustees as it concludes are desirable or expedient.

6.2 Nominating Committee. The Board shall have as a standing committee, a Nominating Committee, consisting of no less than three (3) members. Non-Trustees may serve on the Nominating Committee. The Nominating Committee shall be responsible for reviewing the applicants for appointment to the Board of Trustees, for making recommendations for appointment to the Board of Trustee for vote by the Board of Trustees.

6.3 Appointment and Term of Committees. The President of the Board shall appoint members of all committees. The term of committee appointees shall run concurrently with that of the President of the Board. Vacancies occurring among the appointive members of any committees, however arising, shall be filled by the President of the Board for the remainder of the term.

ARTICLE VII: Meetings of the Board

7.1 Annual, Regular, Special Meetings and Committee Meetings. All annual, regular, special and committee meetings of the Board of Trustees shall be held in accordance with La. R.S. 42:4.1, *et. seq*.

7.2 Regular Meetings. The Board shall attempt to meet monthly, but in no case less than ten (10) times per year at a meeting location to be determined by the President of the Board.

7.3 Special Meetings. A special meeting of the Board may be called by the President of the Board and shall be called by the President of the Board upon receipt of a written request signed by four (4) members of the Board specifying the purpose of the desired meeting. Notification shall be sent by mail or facsimile to each member of the Board at least five (5) calendar days before the time of the meeting.

7.4 Quorum. The majority of the authorized Trustees then in office shall constitute a quorum for the transaction of business at any meeting of the Board of

Trustees. Not less than one-half (1/2) of the Trustees presently serving on any committee shall be necessary to constitute a quorum for the transaction of business at any such committee meeting, but in no event shall a quorum consist of fewer than two Trustees. Any or all Trustees may participate in any meeting of the Board of Trustees or any committee of the Board.

7.5 Rules of Order. When not in conflict with any of the provisions of these Bylaws, Robert's Rules of Order (latest revision) shall constitute the rules of parliamentary procedure applicable to all meetings of the Board.

7.6 Order of Business. The order of business for regular meetings of the Board may ordinarily be as follows:

(1) Roll call

(2) Approval of minutes

(3) Reports and recommendations of committees

(4) Reports and recommendations of Management

(5) Old business

(6) New business

(7) Remarks from Trustees

(8) Adjournment

7.7 Open Meetings. Upon award of a charter from the Board of Elementary and Secondary Education, all regular meetings of the Board shall be open except when otherwise ordered by the Board for the consideration of executive matters as prescribed by law, LSA-R.S. 42:6.1 *et seq.* No final or binding action shall be taken in a closed or executive session. The President of the Board shall prepare and forward to each member of the Board a tentative agenda for the meeting. At his or her discretion, the President of the Board may place a particular item or subject on the agenda upon the request of any

member of the Board. Additionally, if 72 hours prior to a scheduled meeting, a majority of the Board concurs that a particular item or subject should be placed on the Board's agenda as determined by a poll conducted by the President, the item or subject shall be placed on the agenda. All matters requiring action of the Board, however, may be acted on even though not carried on the agenda, if agreed upon by a majority of the Board members present.

7.8 Public Comment. Upon receipt of a charter from the Board of Elementary and Secondary Education, citizens or other individuals or delegations who desire to speak on an agenda item before that item is discussed and voted on by the Board may do so by submitting a fully completed and signed "Speaker's Card" and submitting it to the President of the Board or Secretary of the meeting prior to the start of the Board meeting and up until the Roll Call. After Roll Call has begun, any further requests to address the Board may be denied at the Board's discretion. In the case of a delegation wishing to address the Board, each delegation shall select one of its members to be its speaker and identify the speaker on the submitted Speaker's Card. Comments by any speaker shall be strictly limited to the agenda item before the Board. Scheduled and unscheduled comment periods shall be limited to a total of one half-hour (30 minutes) with individual speakers limited to three (3) minutes at the discretion of the Board. Speakers shall refrain from making accusatory or defamatory comments about individuals by name. Speakers who violate this policy may be denied the opportunity to continue to address the Board during that meeting. Each speaker may address the Board only once per meeting.

7.10 Minutes. The minutes of the meetings of the Board shall record official action taken upon motions or resolutions that are voted upon by the Board, and may contain a summary or report and pertinent discussion. In all cases when the action is not by a unanimous vote, the "ayes", "nays", and abstentions of the individual members shall

be recorded upon the request of any member of the Board. The minutes of the Board become official only when completed by the Secretary of the Meeting and approved by the Board.

ARTICLE VIII: Miscellaneous

8.1 Tax Returns and Financial Statements. The Corporation shall file timely its annual federal income tax as required by the tax regulations and instructions.

8.2 Execution of Documents. The Board of Trustees may authorize any officer or officers, agent or agents, or the Trustee, to enter into any contract or execute any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized by the Board of Trustees, no officer, agent, or other person shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or to any amount.

8.3 Compliance Public Records Law. Upon receipt of a charter from the Board of Elementary and Secondary Education, the Corporation shall comply with all aspects of the Louisiana Public Records Law R.S. 44:1 *et seq.*

8.4 Inspection of By-Laws. The Corporation shall keep in its principal office (once established) and/or on the official website the original or a copy of these By-Laws, as amended or otherwise altered to date, certified by the Secretary, which shall be open to inspection by the Board of Trustees at all reasonable times during office hours.

8.5 Fiscal Year. The Fiscal Year of the Corporation shall begin on July 1 and end on June 30. unless otherwise determined by the Board of Trustees.

8.6 Accountant and Legal Counsel. The Corporation shall have the right to have an accountant and legal counsel.

8.7 Polices and Procedures. Any action by the Board establishing policy or methods of procedure, administrative. business, academic or otherwise, not contained in these Bylaws shall be known as "Policies and Procedures of the Board".

8.8 Policies and Procedures of the Board may be adopted by the Board, or may be amended or repealed, in whole or in part, at any meeting of the Board in accordance with law.

Article IX: Articles of Incorporation and By-Laws

9.1 Adoption. The Articles of Incorporation or these By-Laws may be adopted by a majority vote of the Trustees of the Corporation.

9.2 Alteration, Amendment, or Repeal. The Articles of Incorporation or these By-Laws may be altered, amended, or repealed by the vote of a two-thirds majority of the Trustees of the Corporation then presently serving.

ADOPTED this ____ day of _____, 2009.

I certify that the foregoing By-Laws of New Orleans Military and Maritime Academy, Inc. (a/k/a NOMMA) were approved and adopted by and on behalf of the Corporation by its Board of Trustees on August 18, 2009, and are currently in effect.

Dated: 8/18/09

By: _____
Secretary of Meeting

Public Notice of Board Meetings

The New Orleans Military/Maritime Academy will begin regularly scheduled Board of Director meetings in October 2009 Until the school facility becomes available, the meetings will be held in the office of T J. Ebbert and Associates at 434 Magazine Street, New Orleans, LA

It is anticipated that Board Meetings will be conducted on the third Tuesday of each calendar month unless changed by the Board and appropriate notification provided. A calendar showing scheduled Board of Director meetings will be published.

Public notice will be in the "Times-Picayune" and other public announcement vehicles as required by Louisiana Public Meetings Law. The school will also operate a website, and a yearly calendar of Board of Directors meetings will be displayed in this site.

Meetings are scheduled for the following dates and times.

Date	Time	Place
October 20, 2009	4:00	T.J Ebbert and Associates, 630 Magazine Street, New Orleans, LA
November 17, 2009	4:00	T J. Ebbert and Associates, 630 Magazine Street, New Orleans, LA
December 15, 2009	4·00	T.J. Ebbert and Associates, 630 Magazine Street, New Orleans, LA
January 19, 2010	4:00	T.J. Ebbert and Associates, 630 Magazine Street, New Orleans, LA
February 16, 2010	4 00	T J. Ebbert and Associates, 630 Magazine Street, New Orleans, LA
March 16, 2010	4 00	T.J. Ebbert and Associates, 630 Magazine Street, New Orleans, LA
April 20, 2010	4:00	T J. Ebbert and Associates, 630 Magazine Street, New Orleans, LA
May 18, 2010	4·00	T J Ebbert and Associates, 630 Magazine Street, New Orleans, LA
June 15, 2010	4.00	T.J. Ebbert and Associates, 630 Magazine Street, New Orleans, LA
July 20, 2010	4·00	T J. Ebbert and Associates, 630 Magazine Street, New Orleans. LA
August 17, 2010	4 00	T J Ebbert and Associates, 630 Magazine Street, New Orleans. LA
September 21, 2010	4 00	T.J. Ebbert and Associates, 630 Magazine Street, New Orleans, LA

The New Orleans Military/Maritime Academy shall conduct its Board meetings in strict compliance with the Louisiana Public meetings laws. Since the Military/Maritime Academy attorney attends all Board meetings, the Board is constantly advised as to processes, procedures, notifications that remain well within the spirit and letter of Louisiana Public Meetings Laws.

It is anticipated at this time that the document of record for announcing ALL Board and its subordinate committee meetings will be the "Times-Picayune". That is subject to change, and, if so changed, will be appropriately announced per published guidelines.

Guidelines for the Military/Maritime Academy Board of Directors meetings are quoted below:

A BRIEF GUIDE TO THE LOUISIANA OPEN MEETINGS LAW La. R.S. 42:4.1-13

OVERVIEW

The Louisiana Constitution declares that no person shall be denied the right to observe the deliberations of public bodies, except in cases established by law. Generally, the Open Meetings Law requires each public body (including every charter school board) and its committees to receive information, to deliberate, and to act on every matter over which it has supervision in meetings open to the public There must be advance notice of the time, place and agenda of each meeting, as well Failure to comply with this law may result in a nullification of any action taken in violation of its terms, in subjecting the members of a public body to civil penalties, in writs of injunction and mandamus against the public body, and in the award of attorney's fees and other costs in favor of any person who sues to enforce this law The Open Meetings Law is to be construed liberally in favor of the public's right to know The Legislature has even required all public bodies to post a copy of this law to advance this policy

DEFINITION OF "MEETING"

A "meeting" for this law means the convening of a simple majority of the total membership of the public body "Meeting" also includes a convening of a public body by that public body or by another public official to receive information regarding a matter over which the public body has supervision, control, jurisdiction, or advisory power Likewise, a "meeting" of any committee created by the public body having advisory powers occurs whenever there is a convening of a simple majority of the total membership of that committee

Exemption: The Open Meetings Law does not apply to chance meetings or social gatherings of a public body's members at which there is no vote or other action taken, including formal or informal polling of the members.

MEETING NOTICES

At least 24 hours' written public notice must be given for all regular, special or rescheduled meetings, except for extraordinary emergencies. The notices may be posted at the public body's principal office, at the building in which the meeting is to be held, or by publication in an official journal of a public body. Additionally, notice is to be given to any member of the news media who requests it. Each meeting notice shall include the agenda, date, time and place of the meeting

AGENDAS

The Open Meetings Law does not specify what must be contained in an agenda for a public meeting. Prior rulings indicate that each agenda item must be reasonably clear so as to advise the public in general terms of the matters to be taken up during the public meeting. Also, more specificity may be required for matters of greater magnitude or which may result in substantial disruption

The Law does allow a public body to act on a matter not on the posted agenda, provided all of the members present at the meeting so approve Any such matter shall be identified in the motion to take up the matter not on the agenda with reasonable specificity, including the purpose for the addition to the agenda, and entered into the minutes of the meeting, Prior to any vote on such a motion, there shall be an opportunity given for public comment on it.

PUBLIC COMMENT

The Law has made special provision for public comments at school board meetings Every school board must allow public comment before the school board votes on each agenda item. A comment period for all comments at the beginning of a meeting will not suffice to meet this requirement

VOTING

A public body may not have proxy votes. secret balloting, or any other procedure to circumvent the public's right to observe the public body's deliberations. All

votes shall be *viva voce* and shall be recorded in the public body's minutes. At any member's request, each member's vote shall be recorded

EXECUTIVE SESSIONS - LIMITED PURPOSES

If proper procedures are followed, a public body may hold an executive session that is closed to the public in order to. (1) discuss the character, professional competence or health of a person other than a person's appointment to the public body itself; (2) discuss strategy or negotiations regarding collective bargaining or actual or prospective litigation when an open meeting would have a detrimental effect on the public body's bargaining or litigating position, (3) discuss security personnel, plans or devices; (4) investigate alleged misconduct; (5) respond to certain cases of extraordinary emergency; or, (6) discuss with individual students, their parents or both problems regarding such students or their parents. Persons covered by items (1) and (6) may require that the discussions about them take place in open session.

EXECUTIVE SESSIONS - PROCEDURAL REQUIREMENTS

A public body may hold an executive session, if it is held upon an affirmative vote of two-thirds of those members present at the open meeting for which notices of the proposed session has been given. Each member's vote on the question of holding such an executive session and the reason for holding such an executive session shall be recorded and entered in the minutes of the meeting. No final or binding action shall be taken during an executive session.

Additionally, the following particular requirements must be observed:

A Personnel Matters. Twenty-four hours' written notice to the affected person generally is required.

B Pending Litigation. Notice of the proposed executive session in the agenda must also include a statement identifying the court, case number and the parties.

C. Prospective Litigation. (1) Prior formal written demand is required, and, (2) the notice of the proposed session must include a statement reasonably identifying the subject matter of the prospective litigation.

D Extraordinary Emergencies. The public body shall give such notice of the executive session as it deems appropriate and the circumstances permit.

MINUTES

Each public body must keep written, public minutes of open meetings, showing at least the following

A The date, time and place of the meeting

B. The members of the public body recorded as either present or absent

C. The substance of all matters decided, and, at the request of any member, a record by individual member of any votes taken

D Matters relating to executive sessions, as above described

E. Matters relating to added agenda items, as above described.

Minutes of meetings held by private citizens' advisory committees are not required.

August 2009

Procedures Upon Dissolution of the School

In the event of the dissolution of the New Orleans Military/Maritime Academy, the Board of Directors of the Military/Maritime Academy, administrative leadership team, and school staff will make every accommodation necessary to ensure the smooth transfer of students and student records to alternate and appropriate public educational settings.

In accordance with the charter law, if the charter agreement is revoked or the school otherwise ceases to operate, all assets purchased with any public funds will become the property of the chartering authority

The school will maintain records of any assets acquired with private funds These funds will remain the property of the non-profit organization (RBF) operating the school These remaining assets would preferably be transferred to another local charter school sharing the founders' basic philosophy of education and commitment to reform. Barring any such option, the remaining assets would be transferred to the local school district.

Dr. Brian L Carpenter

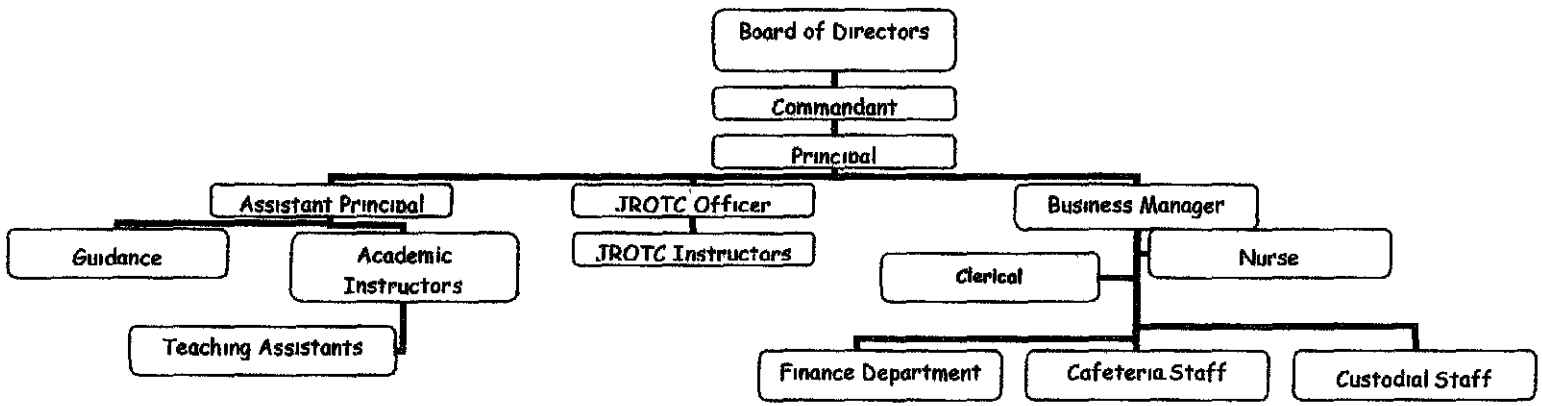
As a nationally recognized expert in charter school governance and leadership, Brian has been invited by governors, legislators, professors in public and private universities, charter school authorizing organizations, as well as state and national association leaders to provide training and guidance He regularly works with charter schools around the country His name is listed in the Heritage Foundation's annual guide to policy experts and he is an adjunct member of two state-based think tanks. The Mackinac Center for Public Policy (Michigan) and the Bluegrass Institute for Public Policy Solutions (Kentucky) He is also a member of Nova Southeastern University's board of advisors for its doctoral program emphasizing charter school leadership

Drawing on more than three decades of experience that includes four years as CEO of the National Charter School Institute, twelve years as a school administrator, seven years active duty Marine Corps, community college instructor, certified addictions counselor, charter school board president, think tank scholar, author, wartime refugee relief-worker in the Balkans, Brian uses interesting real life stories to explain good governance His unique combination of irreverent humor and straight talk continuously draw people to his seminars, consulting and publications.

Dr. Carpenter's books, Charter School Board University and The Seven Outs. Strategic Planning Made Easy for Charter Schools (available on www.NationalCharterSchools.org and Amazon.com) are widely read by charter school board members and used by other consultants Some of his publications have been included in the curriculum of Harvard University's summer seminars. His numerous monographs can be downloaded free of charge at www.NationalCharterSchools org.

Although he started adulthood as a high school dropout, Brian eventually returned to school to earn his associates, bachelors. masters, and most recently doctoral degrees. His Ph D. was conferred by Capella University in the fall of 2008. Using his dissertation to study the impact of boards on dissolved charter schools, Dr Carpenter became the first researcher in the country to study this particular aspect of charter school closures He is also one of a few hundred consultants worldwide to have been personally trained by Dr John and Miriam Carver in the theory and application of Policy Governance® Brian is also a member of the International Policy Governance Association

Organizational Chart
New Orleans Military Maritime Academy



HIGH SCHOOL PRINCIPALS

	Bachelor's Degree			Master's Degree			Master's Plus 30			Specialist in Education			Ph D or Ed D		
Step	Annual Salary	Daily Rate	Biweekly Pay	Annual Salary	Daily Rate	Biweekly Pay	Annual Salary	Daily Rate	Biweekly Pay	Annual Salary	Daily Rate	Biweekly Pay	Annual Salary	Daily Rate	Biweekly Pay
0	$88,223 00	$416.15	$3,393 19	$88,709 00	$418 44	$3,411 88	$90,264 00	$425 77	$3,471 69	$91,869 00	$433 34	$3,533 42	$94,543 00	$445 96	$3,636 27
1	$88,728 00	$418 53	$3,412 62	$89,214 00	$420.82	$3,431 31	$90,819.00	$428 39	$3,493 04	$92,474 00	$436 20	$3,556.69	$95,148 00	$448 81	$3,659 54
2	$89,233 00	$420 91	$3,432 04	$89,719 00	$423 20	$3,450 73	$91,374 00	$431 01	$3,514 38	$93,079 00	$439 05	$3,579 96	$95,753 00	$451 67	$3,682 81
3	$89,738 00	$423 29	$3,451 46	$90,224 00	$425 58	$3,470 15	$91,929 00	$433 63	$3,535 73	$93,684 00	$441 91	$3,603 23	$96,358 00	$454 52	$3,706 08
4	$90,243 00	$425.67	$3,470.88	$90,729 00	$427 97	$3,489 58	$92,484 00	$436.25	$3,557 08	$94,289 00	$444 76	$3,626.50	$96,963 00	$457 37	$3,729 35
5	$90,748 00	$428.06	$3,490 31	$91,234 00	$430 35	$3,509 00	$93,039 00	$438 86	$3,578 42	$94,894 00	$447 61	$3,649 77	$97,568 00	$460 23	$3,752 62
6	$91,253 00	$430 44	$3,509 73	$91,739 00	$432 73	$3,528 42	$93,594 00	$441 48	$3,599 77	$95,499 00	$450 47	$3,673 04	$98,173 00	$463 08	$3,775 88
7	$91,758 00	$432 82	$3,529 15	$92,244 00	$435 11	$3,547 85	$94,149 00	$444 10	$3,621 12	$96,104 00	$453.32	$3,696 31	$98 778 00	$465.93	$3,799 16
8	$92,263 00	$435 20	$3,548 58	$92,749.00	$437 50	$3,567 27	$94,704 00	$446 72	$3,642 46	$96,709 00	$456 17	$3,719 58	$99,383 00	$468 79	$3,822 42
9	$92,768 00	$437 58	$3,568 00	$93,254 00	$439 88	$3,586 69	$95,259 00	$449 33	$3,663 81	$97,314 00	$459 03	$3,742.85	$99,988 00	$471 64	$3,845 69
10	$93,273 00	$439 97	$3,587 42	$93,759 00	$442.26	$3,606 12	$95,814 00	$451 95	$3,685 15	$97,919 00	$461 88	$3,766 12	$100,593 00	$474.50	$3,868.96
11	$93,778 00	$442 35	$3,606 85	$94,264 00	$444 64	$3,625.54	$96,369 00	$454 57	$3,706 50	$98,524 00	$464 74	$3,789 38	$101,198 00	$477 35	$3,892 23
12	$94,283 00	$444 73	$3 626 27	$94,769 00	$447 02	$3,644 96	$96,924 00	$457 19	$3,727 85	$99,129 00	$467 59	$3,812 65	$101,803 00	$480 20	$3,915 50

1 The salary schedule provides an estimate of salary that can be earned during a full school year For 2009-2010, employees starting after 7/13/09 will have their salary adjusted to reflect the number of days worked during the school calendar year Additional salary adjustments may include (but are not limited to) retention incentives, sick leave payments, additional payments, e g , professional development stipends, LEAP tutoring, PIP recurring payments

2 Principals are categorized as 11-month employees As such, during the 2009 2010 school year, they are expected to work 212 7 75 hour days with a 30 minute lunch plus morning and afternoon duty as dictacted by school schedule The annual salary quoted is paid to employees via bi weekly paychecks over a 12-month period

3 For the 2009 2010 school year, Principal stipend pay is based on a rate of $35/hour

4 Merit increases for employees reaching Step 12 shall be given at the discretion of the RSD Superintendent

5 The salary schedule is based on the 2009 2010 extended day program and is subject to change for future years

ASSISTANT PRINCIPALS

	Bachelor's Degree			Master's Degree			Master's Plus 30			Specialist in Education			Ph D or Ed D		
Step	Annual Salary	Daily Rate	Biweekly	Annual Salary	Daily Rate	Biweekly Pay	Annual Salary	Daily Rate	Biweekly Pay	Annual Salary	Daily Rate	Biweekly Pay	Annual Salary	Daily Rate	Biweekly Pay
0	$74,739 00	$352.54	$2,874.58	$76,308 00	$359 94	$2,934 92	$77,823 00	$367 09	$2,993 19	$79,338 00	$374.24	$3,051 46	$81,872 00	$386 19	$3,148 92
1	$75,219 00	$354.81	$2,893 04	$76,788 00	$362 21	$2,953 38	$78,335 00	$369 50	$3,012 88	$79,850 00	$376 65	$3,071 15	$82,384 00	$388 60	$3,168 62
2	$75,699 00	$357 07	$2,911 50	$77,268 00	$364 47	$2,971 85	$78,847 00	$371 92	$3,032 58	$80,362 00	$379 07	$3,090 85	$82,896 00	$391 02	$3,188 31
3	$76,179 00	$359 33	$2,929 96	$77,748 00	$366 74	$2,990.31	$79,359 00	$374 33	$3,052 27	$80,874 00	$381 48	$3,110 54	$83,408 00	$393 43	$3,208 00
4	$76,659 00	$361 60	$2,948 42	$78,228 00	$369 00	$3,008 77	$79,871 00	$376 75	$3,071 96	$81,386 00	$383 90	$3,130.23	$83,920 00	$395.85	$3,227 69
5	$77,139 00	$363 86	$2,966 88	$78,708 00	$371.26	$3,027 23	$80,383 00	$379 17	$3,091 65	$81,898 00	$386 31	$3,149 92	$84,432 00	$398 26	$3,247 38
6	$77,619 00	$366,13	$2,985 35	$79,188 00	$373 53	$3,045 69	$80,895 00	$381 58	$3,111 35	$82,410 00	$388 73	$3,169 62	$84,944 00	$400 68	$3,267 08
7	$78,099 00	$368 39	$3,003 81	$79,668 00	$375 79	$3,064 15	$81,407 00	$384 00	$3,131 04	$82,922.00	$391 14	$3,189 31	$85,456 00	$403 09	$3,286 77
8	$78,579 00	$370 66	$3,022 27	$80,628 00	$380 32	$3,101 08	$81,919 00	$386 41	$3,150 73	$83,434 00	$393 56	$3,209 00	$85,968 00	$405 51	$3,306 46
9	$79,059 00	$372 92	$3,040 73	$81,108 00	$382 58	$3,119 54	$82,431 00	$388 83	$3,170 42	$83,946 00	$395 97	$3,228 69	$86,480 00	$407 92	$3,326 15
10	$79,539 00	$375 18	$3,059 19	$81,588 00	$384 85	$3,138 00	$82,943 00	$391 24	$3,190 12	$84,458 00	$398 39	$3,248 38	$86,992 00	$410 34	$3,345 85
11	$80,019 00	$377 45	$3,077 65	$82,068 00	$387 11	$3,156 46	$83,455 00	$393 66	$3,209.81	$84,970 00	$400 80	$3,268 08	$87,504 00	$412 75	$3,365 54
12	$80,499 00	$379 71	$3,096 12	$82,548 00	$389 38	$3,174 92	$83,967 00	$396 07	$3,229 50	$85,482 00	$403 22	$3,287 77	$88,016 00	$415 17	$3,385 23
13	$80,979 00	$381.98	$3,114 58	$83,028 00	$391 64	$3,193 38	$84,479 00	$398 49	$3,249 19	$85,994 00	$405 63	$3,307 46	$88,528 00	$417 58	$3,404 92
14	$81,459 00	$384 24	$3,133 04	$83,508 00	$393 91	$3,211 85	$84,991 00	$400 90	$3,268 88	$86,506 00	$408 05	$3,327 15	$89,040 00	$420 00	$3,424 62
15	$81,939 00	$386 50	$3,151 50	$83,988 00	$396 17	$3,230 31	$85,503 00	$403.32	$3,288 58	$87,018 00	$410 46	$3,346 85	$89,552 00	$422 42	$3,444 31

1 The salary schedule provides an estimate of salary that can be earned during a full school year For 2009-2010, employees starting after 7/13/09 will have their salary adjusted to reflect the number of days worked during the school calendar year Additional salary adjustments may include (but are not limited to) retention incentives, sick leave payments, additional payments, e g , professional development stipends, LEAP tutoring, PIP recurring payments

2 Principals are categorized as 11-month employees As such, during the 2009 2010 school year, they are expected to work 212 7 75 hour days with a 30-minute lunch plus morning and afternoon duty as dictacted by school schedule The annual salary quoted is paid to employees via bi weekly paychecks over a 12 month period

3 For the 2009 2010 school year, Principal stipend pay is based on a rate of $35/hour

4 Merit increases for employees reaching Step 12 shall be given at the discretion of the RSD Superintendent.

5 The salary schedule is based on the 2009-2010 extended-day program and is subject to change for future years

TEACHERS

	Bachelor's Degree			Master's Degree			Master's Plus 30			Specialist in Education			Ph D or Ed D		
Step	Annual Salary	Daily Rate	Biweekly Pay	Annual Salary	Daily Rate	Biweekly Pay	Annual Salary	Daily Rate	Biweekly Pay	Annual Salary	Daily Rate	Biweekly Pay	Annual Salary	Daily Rate	Biweekly Pay
0	$43,294 00	$231 52	$1,665 15	$43,694 00	$233 66	$1,680 54	$44,094 00	$235 80	$1,695 92	$45,094 00	$241 14	$1,734 38	$46,094 00	$246 49	$1,772 85
1	$43,774 00	$234 09	$1,683 62	$44,214 00	$236.44	$1,700 54	$44,654 00	$238 79	$1,717 46	$45,674 00	$244 25	$1,756 69	$46,694 00	$249 70	$1,795 92
2	$44,254 00	$236 65	$1,702 08	$44,734 00	$239 22	$1,720 54	$45,214 00	$241 79	$1,739 00	$46,254 00	$247 35	$1,779 00	$47,294 00	$252 91	$1,819 00
3	$44,734 00	$239 22	$1,720 54	$45,254 00	$242 00	$1,740 54	$45,774 00	$244 78	$1,760 54	$46,834 00	$250 45	$1,801 31	$47,894 00	$256 12	$1,842 08
4	$45,214 00	$241 79	$1,739 00	$45,774 00	$244 78	$1,760 54	$46,334 00	$247 78	$1,782 08	$47,414 00	$253 55	$1,823 62	$48,494 00	$259 33	$1,865 15
5	$45,694 00	$244 35	$1,757 46	$46,294 00	$247 56	$1,780 54	$46,894 00	$250 77	$1,803 62	$47,994 00	$256 65	$1,845 92	$49,094 00	$262 53	$1,888 23
6	$46,174 00	$246 92	$1,775 92	$46,814 00	$250 34	$1,800 54	$47,454 00	$253 76	$1,825 15	$48,574 00	$259 75	$1,868 23	$49,694 00	$265 74	$1,911 31
7	$46,654 00	$249 49	$1,794 38	$47,334 00	$253 12	$1,820 54	$48,014 00	$256 76	$1,846 69	$49,154 00	$262 86	$1,890 54	$50,294 00	$268 95	$1,934 38
8	$47,134 00	$252 05	$1,812 85	$47,854 00	$255 90	$1,840 54	$48,574 00	$259 75	$1,868 23	$49,734 00	$265 96	$1,912 85	$50,894 00	$272 16	$1,957 46
9	$47,614 00	$254 62	$1,831 31	$48,374 00	$258 68	$1,860 54	$49,134 00	$262 75	$1,889 77	$50,314.00	$269 06	$1,935 15	$51,494 00	$275 37	$1,980 54
10	$48,094 00	$257 19	$1,849 77	$48,894 00	$261 47	$1,880 54	$49,694 00	$265 74	$1,911 31	$50,894 00	$272 16	$1,957 46	$52,094 00	$278 58	$2,003 62
11	$48,574 00	$259 75	$1,868 23	$49,414 00	$264 25	$1,900 54	$50,254 00	$268 74	$1,932 85	$51,474 00	$275 26	$1,979 77	$52,694 00	$281 79	$2,026 69
12	$49,054 00	$262 32	$1,886 69	$49,934 00	$267 03	$1,920 54	$50,814 00	$271 73	$1,954 38	$52,054 00	$278 36	$2,002 08	$53,294 00	$284 99	$2,049 77
13	$49,534 00	$264 89	$1,905 15	$50,454 00	$269 81	$1,940 54	$51,374 00	$274 73	$1,975 92	$52,634 00	$281 47	$2,024 38	$53,894.00	$288 20	$2,072 85
14	$50,014 00	$267 45	$1,923 62	$50,974 00	$272 59	$1,960 54	$51,934 00	$277 72	$1,997 46	$53,214 00	$284 57	$2,046 69	$54,494 00	$291 41	$2,095 92
15	$50,494 00	$270 02	$1,942 08	$51,494 00	$275 37	$1,980 54	$52,494 00	$280 72	$2,019 00	$53,794 00	$287 67	$2,069 00	$55,094.00	$294 62	$2,119 00
16	$50,974 00	$272 59	$1,960 54	$52,014 00	$278 15	$2,000 54	$53,054 00	$283 71	$2,040 54	$54,374 00	$290 77	$2,091 31	$55,694 00	$297 83	$2,142 08
17	$51,454 00	$275.16	$1,979 00	$52,534 00	$280 93	$2,020 54	$53,614 00	$286 71	$2,062 08	$54,954 00	$293 87	$2,113 62	$56,294 00	$301 04	$2,165 15
18	$51,934 00	$277 72	$1,997 46	$53,054 00	$283 71	$2,040 54	$54,174 00	$289 70	$2,083 62	$55,534 00	$296 97	$2,135 92	$56,894 00	$304 25	$2,188 23
19	$52,414 00	$280 29	$2,015 92	$53,574 00	$286 49	$2,060 54	$54,734 00	$292 70	$2,105 15	$56,114 00	$300 07	$2,158 23	$57,494 00	$307 45	$2,211 31
20	$52,894 00	$282 86	$2,034 38	$54,094 00	$289 27	$2,080 54	$55,294 00	$295 69	$2,126 69	$56,694 00	$303 18	$2,180.54	$58,094 00	$310 66	$2,234 38
21	$53,374 00	$285 42	$2,052 85	$54,614 00	$292 05	$2,100 54	$55,854 00	$298 68	$2,148 23	$57,274 00	$306 28	$2,202.85	$58,694 00	$313 87	$2,257 46
22	$53,854 00	$287 99	$2,071 31	$55,134 00	$294 83	$2,120 54	$56,414 00	$301 68	$2,169 77	$57,854 00	$309 38	$2,225 15	$59,294 00	$317 08	$2,280 54
23	$54,334 00	$290 56	$2,089 77	$55,654 00	$297 61	$2,140 54	$56,974 00	$304 67	$2,191 31	$58,434 00	$312 48	$2,247 46	$59,894 00	$320 29	$2,303 62
24	$54,814 00	$293 12	$2,108 23	$56,174 00	$300 40	$2,160 54	$57,534 00	$307 67	$2,212 85	$59,014 00	$315 58	$2,269 77	$60,494 00	$323 50	$2,326 69
25	$55,294 00	$295.69	$2,126 69	$56,694 00	$303 18	$2,180 54	$58,094 00	$310 66	$2,234 38	$59,594 00	$318 68	$2,292 08	$61,094.00	$326 71	$2,349 77
26	$55,774 00	$298 26	$2,145 15	$57,214 00	$305.96	$2,200 54	$58,654 00	$313 66	$2,255 92	$60,174 00	$321 79	$2,314 38	$61,694.00	$329 91	$2,372 85
27	$56,254 00	$300 82	$2,163 62	$57,734 00	$308 74	$2,220 54	$59,214 00	$316 65	$2,277 46	$60,754 00	$324 89	$2,336 69	$62,294 00	$333 12	$2,395 92
28	$56,734 00	$303.39	$2,182 08	$58,254 00	$311 52	$2,240 54	$59,774 00	$319 65	$2,299 00	$61,334 00	$327 99	$2,359 00	$62,894 00	$336 33	$2,419 00
29	$57,214 00	$305 96	$2,200 54	$58 774 00	$314 30	$2,260 54	$60,334 00	$322 64	$2,320 54	$61,914 00	$331 09	$2,381 31	$63,494 00	$339 54	$2,442 08
30	$57,694 00	$308.52	$2,219 00	$59,294 00	$317 08	$2,280 54	$60,894 00	$325 64	$2,342 08	$62,494 00	$334 19	$2,403 62	$64,094 00	$342 75	$2,465 15

1 The salary schedule provides an estimate of salary that can be earned during a full school year For 2009-2010, employees starting after 7/27/2009 will have their salary adjusted to reflect the number of days worked during the school calendar year Additional salary adjustments may include (but are not limited to) retention incentives, sick leave payments, additional payments, e g , professional development stipends, coaching stipends, LEAP tutoring, PIP recurring payments, etc

2 Teachers are categorized as 9-month employees As such, during the 2009-2010 school year, they are expected to work 182 7 75-hour days with a 30-minute lunch plus morning and afternoon duty as dictacted by school schedule The annual salary quoted is paid to employees via bi-weekly paychecks over a 12-month period

3 For the 2009-2010 school year, teacher stipend pay is based on a rate of $25/hour

4 The salary schedule is based on the 2009-2010 extended day program and is subject to change for future years

SUPPORT STAFF

NURSES, ELEMENTARY SCHOOL COUNSELORS, SPEECH THERAPISTS, SOCIAL WORKERS

	Bachelor's Degree			Master's Degree			Master's Plus 30			Specialist in Education			Ph D or Ed D		
Step	Annual Salary	Daily Rate	Biweekly Pay	Annual Salary	Daily Rate	Biweekly Pay	Annual Salary	Daily Rate	Biweekly Pay	Annual Salary	Daily Rate	Biweekly Pay	Annual Salary	Daily Rate	Biweekly Pay
0	$44,946 50	$240 36	$1,728 71	$45,346 50	$242 49	$1,744 10	$45,746 50	$244 63	$1,759 48	$46,146 50	$246 77	$1,774 87	$46,546 50	$248 91	$1,790 25
1	$45,426 50	$242 92	$1,747 17	$45,866 50	$245 28	$1,764 10	$46,306 50	$247 63	$1,781 02	$46,726 50	$249 87	$1,797 17	$47,146 50	$252 12	$1,813 33
2	$45,906 50	$245 49	$1,765 63	$46,386 50	$248 06	$1,784 10	$46,866 50	$250 62	$1,802 56	$47,306 50	$252 98	$1,819 48	$47,746 50	$255 33	$1,836 40
3	$46,386 50	$248.06	$1,784 10	$46,906 50	$250 84	$1,804 10	$47,426 50	$253 62	$1,824 10	$47,886 50	$256 08	$1,841 79	$48,346 50	$258 54	$1,859 48
4	$46,866 50	$250 62	$1,802 56	$47,426 50	$253 62	$1,824 10	$47,986 50	$256 61	$1,845 63	$48,466 50	$259 18	$1,864 10	$48,946.50	$261 75	$1,882 56
5	$47,346 50	$253 19	$1,821 02	$47,946 50	$256 40	$1,844 10	$48,546 50	$259 61	$1,867 17	$49,046 50	$262 28	$1,886 40	$49,546 50	$264 95	$1,905 63
6	$47,826 50	$255 76	$1,839 48	$48,466.50	$259 18	$1,864 10	$49,106 50	$262 60	$1,888 71	$49,626 50	$265 38	$1,908 71	$50,146 50	$268 16	$1,928 71
7	$48,306 50	$258 32	$1,857 94	$48,986 50	$261 96	$1,884 10	$49,666 50	$265 60	$1,910 25	$50,206 50	$268 48	$1,931 02	$50,746 50	$271 37	$1,951 79
8	$48,786 50	$260 89	$1,876 40	$49,506 50	$264 74	$1,904 10	$50,226 50	$268 59	$1,931 79	$50,786 50	$271 59	$1,953 33	$51,346 50	$274 58	$1,974 87
9	$49,266 50	$263 46	$1,894 87	$50,026 50	$267 52	$1,924 10	$50,786 50	$271 59	$1,953 33	$51,366 50	$274 69	$1,975 63	$51,946 50	$277 79	$1,997 94
10	$49,746.50	$266 02	$1,913 33	$50,546 50	$270 30	$1,944 10	$51,346 50	$274 58	$1,974 87	$51,946 50	$277 79	$1,997 94	$52,546 50	$281 00	$2,021 02
11	$50,226 50	$268 59	$1,931 79	$51,066 50	$273 08	$1,964 10	$51,906 50	$277 57	$1,996 40	$52,526 50	$280 89	$2,020 25	$53,146 50	$284 21	$2,044 10
12	$50,706 50	$271 16	$1,950 25	$51,586 50	$275 86	$1,984 10	$52,466 50	$280 57	$2,017 94	$53,106 50	$283 99	$2,042 56	$53,746 50	$287 41	$2,067 17
13	$51,186 50	$273 72	$1,968 71	$52,106 50	$278 64	$2,004 10	$53,026 50	$283 56	$2,039 48	$53,686.50	$287 09	$2,064 87	$54,346 50	$290 62	$2,090 25
14	$51,666 50	$276 29	$1,987 17	$52,626 50	$281 43	$2,024 10	$53,586 50	$286 56	$2,061 02	$54,266 50	$290 20	$2,087 17	$54,946 50	$293 83	$2,113 33
15	$52,146 50	$278 86	$2,005 63	$53,146 50	$284 21	$2,044 10	$54,146 50	$289 55	$2,082 56	$54,846 50	$293 30	$2,109 48	$55,546.50	$297 04	$2,136 40
16	$52,626 50	$281 43	$2,024 10	$53,666 50	$286 99	$2,064 10	$54,706 50	$292 55	$2,104 10	$55,426 50	$296 40	$2,131 79	$56,146 50	$300 25	$2,159 48
17	$53,106 50	$283 99	$2,042 56	$54,186 50	$289 77	$2,084 10	$55,266 50	$295 54	$2,125 63	$56,006 50	$299 50	$2,154 10	$56,746 50	$303 46	$2,182 56
18	$53,586 50	$286 56	$2,061 02	$54,706 50	$292 55	$2,104 10	$55,826 50	$298 54	$2,147 17	$56,586 50	$302 60	$2,176 40	$57,346 50	$306 67	$2,205 63
19	$54,066 50	$289 13	$2,079 48	$55,226 50	$295 33	$2,124 10	$56,386 50	$301 53	$2,168 71	$57,166 50	$305 70	$2,198 71	$57,946 50	$309 87	$2,228 71
20	$54,546 50	$291 69	$2,097 94	$55,746 50	$298 11	$2,144 10	$56,946 50	$304 53	$2,190 25	$57,746 50	$308 80	$2,221 02	$58,546 50	$313 08	$2,251 79
21	$55,026 50	$294 26	$2,116 40	$56,266 50	$300 89	$2,164 10	$57,506 50	$307 52	$2,211 79	$58,326 50	$311 91	$2,243.33	$59,146.50	$316 29	$2,274 87
22	$55,506 50	$296.83	$2,134 87	$56,786 50	$303 67	$2,184 10	$58,066 50	$310 52	$2,233 33	$58,906 50	$315 01	$2,265 63	$59,746 50	$319 50	$2,297 94
23	$55,986 50	$299 39	$2,153 33	$57,306 50	$306 45	$2,204 10	$58,626.50	$313 51	$2,254 87	$59,486 50	$318 11	$2,287 94	$60,346 50	$322 71	$2,321 02
24	$56,466 50	$301 96	$2,171 79	$57,826.50	$309 23	$2,224 10	$59,186 50	$316 51	$2,276 40	$60,066 50	$321 21	$2,310 25	$60,946 50	$325 92	$2,344 10
25	$56,946 50	$304 53	$2,190 25	$58,346 50	$312 01	$2,244 10	$59,746 50	$319 50	$2,297 94	$60,646 50	$324 31	$2,332 56	$61,546 50	$329 13	$2,367 17
26	$57,426 50	$307 09	$2,208 71	$58,866 50	$314 79	$2,264 10	$60,306 50	$322 49	$2,319 48	$61,226 50	$327 41	$2,354 87	$62,146 50	$332 33	$2,390.25
27	$57,906.50	$309 66	$2,227 17	$59,386 50	$317 57	$2,284 10	$60,866 50	$325 49	$2,341 02	$61,806 50	$330 52	$2,377 17	$62,746 50	$335 54	$2,413 33
28	$58,386 50	$312 23	$2,245 63	$59,906 50	$320 36	$2,304 10	$61,426.50	$328 48	$2,362 56	$62,386 50	$333 62	$2,399 48	$63,346 50	$338 75	$2,436 40
29	$58,866 50	$314 79	$2,264 10	$60,426 50	$323 14	$2,324 10	$61,986 50	$331 48	$2,384 10	$62,966 50	$336 72	$2,421 79	$63,946.50	$341 96	$2,459 48
30	$59,346 50	$317 36	$2,282 56	$60,946 50	$325 92	$2,344 10	$62,546 50	$334 47	$2,405 63	$63,546 50	$339 82	$2,444 10	$64,546.50	$345 17	$2,482 56

1 The salary schedule provides an estimate of salary that can be earned during a full school year For 2009-2010, employees starting after 7/27/2009 will have their salary adjusted to reflect the number of days worked during the school calendar year Additional salary adjustments may include (but are not limited to) retention incentives, sick leave payments, additional payments, e g , professional development stipends,coaching stipends, LEAP tutoring, PIP recurring payments, etc

2 Certified professionals are categorized as 9-month employees As such, during the 2009-2010 school year, they are expected to work 187 7 75-hour days with a 30-minute lunchplus morning and afternoon duty as dictacted by school schedule The annual salary quoted is paid to employees via bi-weekly paychecks over a 12-month period

3 For the 2009-2010 school year, certified professional stipend pay is based on a rate of $25/hour

4 The salary schedule is based on the 2009 2010 extended-day program and is subject to change for future years

DEGREED STAFF

	Bachelor's Degree			Master's Degree			Master's Plus 30			Specialist in Education			Ph D or Ed D		
Step	Annual Salary	Daily Rate	Biweekly Pay	Annual Salary	Daily Rate	Biweekly Pay	Annual Salary	Daily Rate	Biweekly Pay	Annual Salary	Daily Rate	Biweekly Pay	Annual Salary	Daily Rate	Biweekly Pay
0	$29,495 00	$162 06	$1,134 42	$29,895 00	$164 26	$1,149 81	$30,295 00	$166 46	$1,165 19	$31,295 00	$171 95	$1,203 65	$32,295 00	$177 45	$1,242 12
1	$29,975 00	$164 70	$1,152 88	$30,415 00	$167 12	$1,169 81	$30,855 00	$169 53	$1,186 73	$31,875 00	$175 14	$1,225 96	$32,895 00	$180 74	$1,265 19
2	$30,455 00	$167 34	$1,171 35	$30,935.00	$169 97	$1,189 81	$31,415 00	$172 61	$1,208 27	$32,455 00	$178 32	$1,248 27	$33,495 00	$184 04	$1,288 27
3	$30,935 00	$169 97	$1,189 81	$31,455 00	$172 83	$1,209 81	$31,975 00	$175 69	$1,229 81	$33,035 00	$181 51	$1,270 58	$34,095 00	$187 34	$1,311 35
4	$31,415 00	$172 61	$1,208 27	$31,975 00	$175 69	$1,229 81	$32,535 00	$178 76	$1,251 35	$33,615 00	$184 70	$1,292 88	$34,695 00	$190 63	$1,334 42
5	$31,895 00	$175 25	$1,226 73	$32,495 00	$178 54	$1,249 81	$33,095 00	$181 84	$1,272 88	$34,195 00	$187 88	$1,315 19	$35,295 00	$193 93	$1,357 50
6	$32,375 00	$177 88	$1,245 19	$33,015 00	$181 40	$1,269 81	$33,655 00	$184 92	$1,294 42	$34,775 00	$191 07	$1,337 50	$35,895 00	$197 23	$1,380 58
7	$32,855 00	$180 52	$1,263 65	$33,535 00	$184 26	$1,289 81	$34,215 00	$187 99	$1,315 96	$35,355 00	$194 26	$1,359 81	$36,495 00	$200 52	$1,403 65
8	$33,335 00	$183 16	$1,282 12	$34,055 00	$187 12	$1,309 81	$34,775 00	$191 07	$1,337 50	$35,935 00	$197 45	$1,382 12	$37,095 00	$203 82	$1,426 73
9	$33,815 00	$185 80	$1,300 58	$34,575 00	$189 97	$1,329 81	$35,335 00	$194 15	$1,359 04	$36,515 00	$200 63	$1,404 42	$37,695 00	$207 12	$1,449 81
10	$34,295 00	$188 43	$1,319 04	$35,095 00	$192 83	$1,349 81	$35,895 00	$197 23	$1,380 58	$37,095 00	$203 82	$1,426 73	$38,295 00	$210 41	$1,472 88
11	$34,775 00	$191 07	$1,337 50	$35,615 00	$195 69	$1,369 81	$36,455 00	$200 30	$1,402 12	$37,675 00	$207 01	$1,449 04	$38,895 00	$213 71	$1,495 96
12	$35,255 00	$193 71	$1,355 96	$36,135 00	$198 54	$1,389 81	$37,015 00	$203 38	$1,423 65	$38,255 00	$210 19	$1,471 35	$39,495 00	$217 01	$1,519 04
13	$35,735 00	$196 35	$1,374 42	$36,655 00	$201 40	$1,409 81	$37,575 00	$206 46	$1,445 19	$38,835 00	$213 38	$1,493 65	$40,095 00	$220 30	$1,542 12
14	$36,215 00	$198 98	$1,392 88	$37,175 00	$204 26	$1,429 81	$38,135 00	$209 53	$1,466 73	$39,415 00	$216.57	$1,515 96	$40,695 00	$223 60	$1,565 19
15	$36,695 00	$201 62	$1,411 35	$37,695 00	$207 12	$1,449 81	$38,695 00	$212 61	$1,488 27	$39,995 00	$219 75	$1,538 27	$41,295 00	$226 90	$1,588 27
16	$37,175 00	$204 26	$1,429 81	$38,215 00	$209 97	$1,469 81	$39,255 00	$215 69	$1,509 81	$40,575 00	$222 94	$1,560 58	$41,895 00	$230 19	$1,611 35
17	$37,655 00	$206 90	$1,448 27	$38,735 00	$212 83	$1,489 81	$39,815 00	$218 76	$1,531 35	$41,155 00	$226 13	$1,582 88	$42,495 00	$233 49	$1,634 42
18	$38,135 00	$209 53	$1,466 73	$39,255 00	$215 69	$1,509 81	$40,375 00	$221 84	$1,552 88	$41,735 00	$229 31	$1,605 19	$43,095 00	$236 79	$1,657 50
19	$38,615 00	$212 17	$1,485 19	$39,775 00	$218 54	$1,529 81	$40,935 00	$224 92	$1,574 42	$42,315 00	$232 50	$1,627 50	$43,695 00	$240 08	$1,680 58
20	$39,095 00	$214 81	$1,503 65	$40 295 00	$221 40	$1,549 81	$41,495 00	$227 99	$1,595 96	$42,895 00	$235 69	$1 649.81	$44,295 00	$243 38	$1,703 65
21	$39,575 00	$217 45	$1,522 12	$40,815 00	$224 26	$1,569 81	$42,055 00	$231 07	$1,617 50	$43,475 00	$238 87	$1,672 12	$44,895 00	$246 68	$1,726 73
22	$40,055 00	$220 08	$1,540 58	$41,335 00	$227 12	$1,589 81	$42,615 00	$234 15	$1,639 04	$44,055 00	$242 06	$1,694 42	$45,495 00	$249 97	$1,749 81
23	$40,535 00	$222 72	$1,559 04	$41,855 00	$229 97	$1,609 81	$43,175 00	$237 23	$1,660 58	$44,635 00	$245 25	$1,716 73	$46,095 00	$253 27	$1,772 88
24	$41,015 00	$225 36	$1,577 50	$42,375 00	$232 83	$1,629 81	$43,735 00	$240 30	$1,682 12	$45,215 00	$248 43	$1,739 04	$46,695 00	$256 57	$1,795 96
25	$41,495 00	$227 99	$1,595 96	$42,895 00	$235 69	$1,649 81	$44,295 00	$243 38	$1,703 65	$45,795 00	$251 62	$1,761 35	$47,295 00	$259 86	$1,819 04
26	$41,975 00	$230 63	$1,614 42	$43,415 00	$238 54	$1,669 81	$44,855 00	$246.46	$1,725 19	$46,375 00	$254 81	$1,783 65	$47,895 00	$263 16	$1,842 12
27	$42,455 00	$233 27	$1,632 88	$43,935 00	$241 40	$1,689 81	$45,415 00	$249 53	$1,746 73	$46,955 00	$257 99	$1,805 96	$48,495 00	$266 46	$1,865 19
28	$42,935 00	$235 91	$1,651 35	$44,455 00	$244 26	$1,709 81	$45,975 00	$252 61	$1,768 27	$47,535 00	$261 18	$1,828 27	$49,095 00	$269 75	$1,888 27
29	$43,415 00	$238 54	$1,669 81	$44,975 00	$247 12	$1,729 81	$46,535 00	$255 69	$1,789 81	$48,115 00	$264 37	$1,850 58	$49,695 00	$273 05	$1,911 35
30	$43,895 00	$241 18	$1,688 27	$45,495 00	$249 97	$1,749 81	$47,095 00	$258 76	$1,811 35	$48,695 00	$267 55	$1,872 88	$50,295 00	$276 35	$1,934 42

1 The salary schedule provides an estimate of salary that can be earned during a full school year For 2009-2010, employees starting after 7/27/09 will have their salary adjusted to reflect the number of days worked during the school calendar year Additional salary adjustments may include (but are not limited to) sick leave payments, additional payments, e g , professional development stipends, coaching stipends, LEAP tutoring, etc

2 Degreed professionals are categorized as 9-month employees As such, during the 2009-2010 school year, they are expected to work 182 7 75 hour days with a 30-minute lunch plus morning and afternoon duty as dictacted by school schedule The annual salary quoted is paid to employees via bi-weekly paychecks over a 12-month period

3 For the 2009 2010 school year, degreed professional stipend pay is based on a rate of $15/hour

4 The salary schedule is based on the 2009-2010 extended-day program and is subject to change for future years

	High School Diploma			Associate's Degree			Bachelor's Degree		
Step	Annual Salary	Daily Rate	Biweekly Pay	Annual Salary	Daily Rate	Biweekly Pay	Annual Salary	Daily Rate	Biweekly Pay
0	$17,788 00	$97 74	$684 15	$18,588 00	$102 13	$714 92	$19,608 00	$107 74	$754 15
1	$18,131 96	$99 63	$697 38	$18,950 00	$104 12	$728 85	$19,992 93	$109 85	$768 96
2	$18,438 70	$101.31	$709 18	$19,320 94	$106 16	$743 11	$20,386 52	$112 01	$784 10
3	$18,843 33	$103 53	$724 74	$19,699 41	$108.24	$757 67	$20,788 97	$114 23	$799.58
4	$19,211 06	$105 56	$738 89	$20,086 40	$110 36	$772 55	$21,200 47	$116 49	$815 40
5	$19,587 06	$107 62	$753.35	$20,482 09	$112 54	$787 77	$21,621.23	$118 80	$831 59
6	$19,971 52	$109 73	$768 14	$20,886 69	$114 76	$803 33	$22,051 46	$121 16	$848 13
7	$203,643 62	$1,118 92	$7,832 45	$21,300 39	$117 04	$819 25	$22,491 37	$123 58	$865 05
8	$20,766.58	$114 10	$798 71	$21,723 40	$119 36	$835 52	$22,941 17	$126 05	$882.35
9	$2,177 58	$11.96	$83 76	$22,155.93	$121 74	$852 15	$23,401 10	$128 58	$900.04
10	$21,597 82	$118 67	$830.69	$22,598 18	$124 17	$869 16	$23,871.37	$131 16	$918 13
11	$22,027 52	$121 03	$847 21	$23,050 39	$126.65	$886.55	$24,352 23	$133 80	$936 62
12	$22,466 89	$123 44	$864 11	$23,512 78	$129 19	$904 34	$24,843 90	$136 50	$955 53
13	$22,916 15	$125 91	$881 39	$23,985 56	$131 79	$922 52	$25,346 64	$139.27	$974 87
14	$23,375 51	$128 44	$899 06	$24,468 99	$134 45	$941 12	$25,860 63	$142 09	$994 64
15	$23,845 21	$131 02	$917 12	$24,963 29	$137 16	$960 13	$26,386 31	$144 98	$1,014 86
16	$24,325 48	$133 66	$935 60	$25,468 72	$139 94	$979 57	$26,923 75	$147 93	$1,035 53
17	$24,816 65	$136 36	$954 49	$25,985 51	$142 78	$999 44	$27,473.28	$150 95	$1,056 66
18	$25,318 87	$139 11	$973 80	$26,513 94	$145.68	$1,019 77	$28,035 18	$154 04	$1,078 28
19	$25,832 06	$141 93	$993 54	$27,054 25	$148 65	$1,040 55	$28,609 72	$157 20	$1,100 37
20	$26,357 06	$144 82	$1,013 73	$27,606 72	$151 69	$1,061 80	$29,197 19	$160 42	$1,122 97
21	$26,893 85	$147 77	$1,034.38	$28,171 62	$154 79	$1,083 52	$29,797 88	$163.72	$1,146 07
22	$27,442 71	$150 78	$1,055 49	$28,749 23	$157 96	$1,105 74	$330,412 08	$1,815 45	$12,708 16
23	$28,003 92	$153 87	$1,077 07	$29,339 84	$161 21	$1,128 46	$31,040 10	$170.55	$1,193.85
24	$28,577 00	$157 02	$1,099 12	$29,943 00	$164.52	$1,151 65	$31,682.25	$174 08	$1,218.55
25	$29,164 51	$160 24	$1,121 71	$30,561 22	$167 92	$1,175 43	$32,338 86	$177 69	$1,243 80
26	$29,764 46	$163 54	$1,144 79	$31,192 60	$171 39	$1,199 72	$33,010 23	$181 37	$1,269 62
27	$30,377 91	$166.91	$1,168 38	$31,838 18	$174 94	$1,224 55	$33,696 71	$185 15	$1,296 03
28	$31,005 16	$170 36	$1,192.51	$32,498 29	$178 56	$1,249 93	$34,398 64	$189 00	$1,323 02
29	$31,646 53	$173 88	$1,217 17	$33,173 25	$182 27	$1,275 89	$35,116 35	$192 95	$1,350 63
30	$32,302 33	$177 49	$1,242 40	$33,863 40	$186 06	$1,302 44	$35,850 22	$196 98	$1,378 85

1 The salary schedule provides an estimate of salary that can be earned during a full school year For 2009-2010, employees starting after 8/04/09 will have their salary adjusted to reflect the number of days worked during the school calendar year Additional salary adjustments may include (but are not limited to) retention incentives, sick leave payments, additional payments, e g , professional development stipends

2 Paraprofessionals are categorized as 9-month employees As such, during the 2008-09 school year, they are expected to work 182 7 75-hour days with a 30- minute lunch plus morning and afternoon duty as dictacted by school schedule The annual salary quoted is paid to employees via bi-weekly paychecks over a 12-month period

3 For the 2009-2010 school year, paraprofessional stipend pay is based on a rate of $15/hour

4 The salary schedule is based on the 2009-2010 extended-day program and is subject to change for future years

SECRETARIES, ASSISTANT SECRETARIES

	Head Secretaries			Assistant Secretaries		
Step	Annual Salary	Daily Rate	Biweekly Pay	Annual Salary	Daily Rate	Biweekly Pay
0	$21,500 00	$101 42	$826 92	$19,926 00	$93.99	$766 38
1	$22,000.00	$103 77	$846 15	$20,470.00	$96.56	$787 31
2	$22,500.00	$106 13	$865 38	$21,015 00	$99 13	$808 27
3	$23,000.00	$108.49	$884 62	$21.559.00	$101.69	$829.19
4	$23,500.00	$110.85	$903.85	$22,104 00	$104 26	$850 15
5	$24,000.00	$113 21	$923 08	$22,648 00	$106.83	$871 08
6	$24,500.00	$115.57	$942 31	$23,193 00	$109.40	$892 04
7	$25,000 00	$117.92	$961 54	$23,737 00	$111 97	$912.96
8	$25,500.00	$120 28	$980.77	$24,282.00	$114.54	$933 92
9	$26,000.00	$122.64	$1.000 00	$24,828.00	$117 11	$954.92
10	$26,500.00	$125.00	$1,019.23	$25,263.00	$119 17	$971 65
11	$27,000.00	$127.36	$1,038.46	$25,699.00	$121.22	$988 42
12	$27,500 00	$129 72	$1,057.69	$26,135 00	$123.28	$1,005 19
13	$28,000.00	$132.08	$1,076.92	$26,678.00	$125.84	$1.026.08
14	$28.500 00	$134 43	$1,096 15	$27.114.00	$127 90	$1,042 85
15	$29,000.00	$136.79	$1,115.38	$27,549.00	$129.95	$1,059.58
16	$29,500 00	$139 15	$1,134.62	$27,985.00	$132.00	$1,076 35
17	$30,000 00	$141 51	$1,153 85	$28,420 00	$134.06	$1,093 08
18	$30,500 00	$143 87	$1,173 08	$28,856 00	$136 11	$1.109 85
19	$31,000.00	$146.23	$1,192.31	$29,292 00	$138 17	$1,126.62
20	$31,500.00	$148.58	$1,211.54	$29,727 00	$140 22	$1,143 35

1. The salary schedule provides an estimate of salary that can be earned during a full school year. For 2009-2010, employees starting after 7/13/09 will have their salary adjusted to reflect the number of days worked during the school calendar year. Additional salary adjustments may include (but are not limited to): retention incentives, sick leave payments, additional payments, etc.

2. School Secretaries are categorized as 11-month employees. As such, during the 2009-2010 school year, they are expected to work 212 7.75 hour days with a 30-minute lunch plus morning and afternoon duty as dictacted by school schedule. The annual salary quoted is paid to employees via bi-weekly paychecks over a 12-month period.

3. For the 2009-2010 school year, School Secretaries stipend pay is based on a rate of $15/hour.

4. Merit increases for employees reaching Step 20 shall be given at the discretion of the RSD Superintendent.

5. The salary schedule is based on the 2009-2010 extended-day program and is subject to change for future years

Proposed Staffing Chart—New Orleans Military Maritime Academy

Position	# of Personnel	Qualification
Principal	1	M.Ed /Louisiana Principal Certification
Commandant	1	Retired Senior Military Officer
Assistant Principal	1	M.Ed./Louisiana Principal Certification (Year 3 hire)
JROTC Officer	1	Retired Military Officer
Director of Special Populations	1	M.Ed/Louisiana Sp Ed. Certification
Business Manager	1	Louisiana School Business Manager Certification
Finance Manager	1	Accounting Degree (Year 3 hire)
HR Manager	1	HR experience preferred
Purchasing Agent	1	
Front Office Staff	2	
Copy Center	1	
Custodial Manager	1	Custodial experience preferred
Custodians	2	(4 in year two; 6 in year three, 8 in year four)
Cafeteria Manager	1	Food Services Certification
Cafeteria Workers	2	(4 in year 3)
SIS, SER, PEP and Student Enrollment	1	Experience preferred
Regular Education Teachers	4	Certified/Highly Qualified (Increase by 4 each year; 12 in year four)
Special Education Teachers	1	Certified/Highly Qualified (Increase by 1 each year; 4 in year 4)
JROTC Instructors	2	Retired Military JROTC certified (increase by 2 each year, 8 in year 4)
Teaching Assistants	4	Highly Qualified (Increase by 4 each year, 12 in year four)
Speech Therapist	5	Certified
Occupational Therapist	5	Certified

Proposed Staffing Chart—New Orleans Military Maritime Academy

Position	# of Personnel	Qualification
Music Teacher	.5	Certified (Ancillary OK)
Art Teacher	5	Certified (Ancillary OK)
Drama Teacher	5	Certified (Ancillary OK)
Information Technology Teacher	.5	Certified
Librarian	1	Certified
Library Assistants	1	(2 in year four)
Nurse	1	RN/School Nurse certified
Guidance Counselor	1	Certified (2 in year four)

NEW ORLEANS MILITARY/MARITIME ACADEMY

EMPLOYEE MANUAL

New Orleans Military/Maritime Academy Employee Manual 2009-10

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(1) Records of Changes

Log completed change action as indicated
Change Date of Date/Signature of Person
Number Change Received and Entered/Entering Change

(2) Welcome to New Orleans Military/Maritime Academy

Thank you for joining New Orleans Military/Maritime Academy! You have a great contribution to make in the education of children. and we hope that you will find your employment at New Orleans Military/Maritime Academy to be a professionally rewarding experience We look forward to working together to create opportunities for children to become successful life long learners

You have joined an organization that has established an outstanding reputation for quality. Credit for this has gone to everyone involved in this organization and we hope you, too, will find satisfaction and take pride in your work here. As a member of New Orleans Military/Maritime Academy's team, you will be expected to contribute your talents and energies to further improve the environment and quality of our school

This Employee Manual should provide answers to most of the questions you may have about our benefit programs, and our policies and procedures You are responsible for reading and understanding this Employee Manual If anything is unclear. please discuss the matter with your supervisor.

I extend to you my personal best wishes for your success and happiness at New Orleans Military/Maritime Academy

Sincerely,

New Orleans Military/Maritime Academy

(3) Notice

This Employee Manual has been prepared to inform employees of New Orleans Military/Maritime Academy's employment practices and policies, as well as the benefits provided to its valued employees This Employee Manual applies to all employees and their classifications. New Orleans Military/Maritime Academy relies on the accuracy of information provided throughout the hiring process. Misrepresentations. falsifications. or material omissions in any if this information or data may result in termination of employment

Policies

The policies in this Employee Manual are binding.

- New Orleans Military/Maritime Academy, through its Principal, may change, delete, suspend or discontinue any part or parts of the policies in this Employee Manual at any time without prior notice. The Board of Director's maintain oversight and direction of school policies and as such, will annually direct and review other changes made to this manual
- Employees shall not accrue benefits, rights, or privileges beyond the last day worked.
- All alterations or modifications of the policies in this Employee Manual will be promulgated in writing and recorded on the Record of Change page
- No one other than Principal of New Orleans Military/Maritime Academy may alter or modify any of the policies in this Employee Manual.
- No statement or promise by a supervisor, assistant principal, past or present, may be interpreted as a change in policy nor will it constitute an agreement with an employee.

Should any provision in this Employee Manual be found to be unenforceable and invalid, such finding does not invalidate the entire Employee Manual, but only that particular provision

(4) Employee Expectations

New Orleans Military/Maritime Academy inspires its employees to make each working day enjoyable and rewarding Employees are responsible for being familiar with their job descriptions and are encouraged to perform their duties, implement them promptly, correctly and pleasantly

Employees are encouraged to pursue opportunities for personal development. The State of Louisiana has mandated teachers to obtain CPU's to keep their teaching certification New Orleans Military/Maritime Academy encourages this by providing continuing education benefits

New Orleans Military/Maritime Academy is dedicated to making an organization where employees can approach supervisors or assistant principals, or principal to discuss any problem or question New Orleans Military/Maritime Academy

encourages employees to voice opinions and contribute suggestions to improve the quality of the school, work environment or community

EMPLOYMENT

(5) Employment

Employment terms and conditions with New Orleans Military/Maritime Academy are based upon the policies and procedures identified within this manual. Teaching and educational staff has a contract regarding the duration of your employment Contracts will be executed for an annual term Non-instructional personnel will be employed on an "at will" basis and will be accountable to the policies and procedures herein without contractual obligations. School term non-instructional personnel will receive notice by the end of the school year whether they will not be re-employed for the next school year.

(6) Public Relations

The success of New Orleans Military/Maritime Academy depends upon the quality of the relationships between New Orleans Military/Maritime Academy, our employees, students, parents and the general public The impression of and their interest in New Orleans Military/Maritime Academy, is greatly formed by the people who serve them In a sense, regardless of their position, employees are New Orleans Military/Maritime Academy's ambassadors. The more goodwill promoted, the more families will respect and appreciate the New Orleans Military/Maritime Academy and its services.

Below are several things employees can do to help give students and their family's a good impression of New Orleans Military/Maritime Academy. These are the building blocks for continued success

1 Act competently and deal with parents and students in a courteous and respectful manner

2. Communicate pleasantly and respectfully with other employees at all times

3 Follow up on requests and questions promptly, provide businesslike replies to inquiries and requests, and perform all duties in an orderly manner. E-Mail and voice mail should be answered within 24 hours during the workweek

4 Take great pride in his/her work and enjoy doing their very best

These policies apply to all areas of employment. including recruitment, hiring, training and development, promotion. transfer, termination, layoff, compensation benefits, social and recreational programs, and all other conditions and privileges of employment in accordance with applicable federal, state, and local laws

(7) Equal Opportunity Employment

New Orleans Military/Maritime Academy is an equal opportunity employer. Employment decisions are based on merit and business needs, and not on race, color, sex, nationality, pregnancy, childbirth and related medical conditions, age, religion, physical or mental disability, veteran status, individuals with sickle cell trait, or any other factor protected by law New Orleans Military/Maritime Academy complies with the law regarding reasonable accommodation for handicapped and disabled employees New Orleans Military/Maritime Academy's Board Chairman has issued the following policy stating New Orleans Military/Maritime Academy's views on this matter.

It is the policy of New Orleans Military/Maritime Academy to comply with all the relevant and applicable provisions of the Americans with Disabilities Act (ADA) New Orleans Military/Maritime Academy will not discriminate against any qualified employee or job applicant with respect to any terms, privileges, or conditions of employment because of a person's physical or mental disability New Orleans Military/Maritime Academy will also make reasonable accommodation wherever necessary for all employees or applicants with disabilities, provided that the individual is otherwise qualified to safely perform the essential duties and assignments connected with the job and provided that any accommodations made do not impose an undue hardship on New Orleans Military/Maritime Academy.

Equal employment opportunity notices are posted near employee gathering places as required by law The notices summarize the rights of employees to equal opportunity in employment and list the names and addresses of the various government agencies that may be contacted in the event that any person believes he or she has been discriminated against.

Management is primarily responsible for seeing that New Orleans Military/Maritime Academy's equal employment opportunity policies are implemented, but all members of the staff share in the responsibility for assuring that by their personal actions the policies are effective and apply uniformly to everyone

Employees who have complaints or concerns about any type of discrimination against themselves or others will follow the grievance procedure identified in this manual. Every effort will be made to keep such reports as confidential as possible although it is understood that an investigation will normally require the involvement of third parties No adverse employment action will be taken because of an employee having voiced a complaint or a concern

Any employees involved in discriminatory practices will be subject to termination.

(8) Promotions

In keeping with universal "best business" practices New Orleans Military/Maritime Academy shall adhere to a policy of internal promotion to leadership and teaching

positions Leadership positions are principal, assistant principals, and business manager New Orleans Military/Maritime Academy will accept and may solicit external applications

Leadership positions will be filled by a screening of qualifications, certifications, and references by the Principal or principal's designee (the Personnel Screening Committee in case of an external applicant), an Interview Team composed of the current Leadership Team members and at least one board member designated by the Chairman of the Board of Directors The Interview Team will conduct an in-depth interview and make recommendations to the Principal who will make the final decision regarding recommendations of employment

(9) Harassment Policy

New Orleans Military/Maritime Academy will provide a professional work environment. Harassment of any sort verbal, physical, visual will not be tolerated, particularly against employees in protected classes These classes include, but are not necessarily limited to race, color, sex, national origin, pregnancy, childbirth and related medical conditions, age, religion, physical or mental disability, veteran status, individuals with sickle cell trait, or any other protected status defined by law

(10) What is Harassment

Workplace harassment can take many forms Ethnic slurs and other verbal or physical conduct relating to an individual's national origin constitute harassment when this conduct, has the purpose or effect of creating an intimidating hostile or offensive working environment, has the purpose or effect of unreasonably interfering with an individual's work performance, or otherwise adversely affects an individuals employment opportunities.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when, submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or; such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment

(11) Reporting Responsibility

All New Orleans Military/Maritime Academy employees have a responsibility for keeping the work environment free of harassment Employee(s), who becomes aware of an incident of harassment, whether by witnessing the incident or being told of it, must report it through the grievance procedure. When management becomes aware of the existence of harassment, it is obligated by law to take prompt and appropriate action, whether or not the victim wants it to do so No adverse employment action will be taken because of an employee having voiced an incident of harassment

(12) Physical Contact Standards

Under Louisiana Law, touching is a battery, and illegal, if there is an intentional use of force or violence upon the person of another, or the intentional administration of a poison or other noxious liquid or substance to another To establish battery, Louisiana courts have held that it is sufficient if the actor intends to inflict an offensive contact without the other's consent There is no requirement for maliciousness or intent to inflict actual damage The essential element of a battery is physical contact, whether injurious or merely offensive, and a battery may be committed by touching another through the clothing

It is the policy of New Orleans Military/Maritime Academy that no teacher or staff member will use corporal punishment against a student This prohibition includes spanking, slapping, pinching, hitting or the use of any other physical force as retaliation or correction for inappropriate behavior.

While the use of appropriate touching is part of daily life and is important for student development, a teacher and staff member must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that he or she not be touched, then that request must be honored without question If the child or other staff member has not requested that they not be touched, then the following forms of touching are considered appropriate·

- Hugs initiated by the student
- Hugs given with permission
- Pats on the shoulder or back
- Hand-shakes
- "High fives and hand slapping
- Touching shoulders and arms around the shoulder area
- Touching face to check temperature, wipe away a tear, remove hair from face or other similar types of contact for similar purposes
- Patting a student on the knee (grades K though 5 or special needs children)
- Sitting students on one's lap (grades K-2 or special needs children through grade 5) for purposes of comforting them
- Holding hands while walking with small children or special needs children
- Arms around shoulders
- Reasonable self defense
- Reasonable defense of another
- Reasonable restraint of a violent person to protect others or property

Except as discussed above, the following forms of touching are never appropriate
- Inappropriate or lengthy embraces
- Kisses on the mouth
- Corporal punishment
- Sitting students on one's lap (grades 3-8)
- Touching buttocks, chests or genital areas

- Pushing a person or another person`s body part (other than in self defense, defense of another or property)
- Showing affection in isolated areas
- Wrestling with students or other staff-members
- Bench-pressing another person
- Tickling
- Piggyback rides
- Massage
- Any form of unwanted affection
- Any form of sexual contact
- Poking fingers at another person that results in an offensive contact

This policy must necessarily be somewhat flexible when dealing with younger children or special needs children, touching is more appropriate A touch for the purpose of helping (i e · cleaning up a small child after a bathroom accident) may be appropriate in limited circumstances although clearly inappropriate in more general circumstances However, touching a student for the purpose of guiding them along a physical path, helping them up after a fall. engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid is acceptable Excessive force is prohibited. Violation of this policy could subject the teacher or staff member to discipline to include termination for cause The victim may also choose to bring civil or criminal charges against the violator

(13) Standards of Conduct

Whenever people gather together to achieve goals, some rules of conduct are needed to help everyone work together efficiently, effectively, and harmoniously By accepting employment with us, employees have a responsibility to New Orleans Military/Maritime Academy and to fellow employees to adhere to certain rules of behavior and conduct The purpose of these rules is not to restrict employee rights. but rather to be certain employees understand what conduct is expected and necessary When each person is aware that he can fully depend upon fellow workers to follow the rules of conduct. our organization will be a better place to work for everyone. Some examples of unacceptable workplace behavior include, but are not limited to

- Use. possession, manufacture. distribution, dispensation. or sale of illegal drugs or alcohol, on employer premises, in employer-supplied vehicles. or during working hours
- Being under the influence of an illegal drug or alcohol on employer premises. in employers supplied vehicles. or during work hours. "Being under the influence" of alcohol is defined as a blood alcohol content of 04, "being under influence" of an illegal drug is defined as testing positive at a specified level
- Refusing consent to testing or refusing to submit an urine, blood. breath, or other sample when requested by management
- Refusing to submit to an inspection when requested by management
- Failing to adhere to the requirements of any drug or alcohol treatment or counseling

program in which the employee is enrolled
- Conviction under any criminal drug statute, or failure to inform the employer within five days after a conviction
- Use or possession of an illegal drug during non-work time.
- Verbal or physical abuse of students or guests.
- Endangering the well-being or safety of students, employees or guests
- Theft or embezzlement
- Acts involving dishonesty or breach of trust, such as fraud.
- Conviction of a felony
- Possession, selling or use of illegal substances while on New Orleans Military/Maritime Academy premises or while on duty
- Violation of the New Orleans Military/Maritime Academy's Substance Abuse Policy/Rules
- Falsification of New Orleans Military/Maritime Academy records
- Abuse, destruction, waste or unauthorized use of equipment, facilities, materials, or programs
- Inappropriate demeanor with customers or other staff members
- Insubordination refusing to follow the direction of employee's supervisor or other disrespectful conduct toward employee's supervisor
- Abusive or vulgar language
- Prolonged lunch or break periods
- Unacceptable job performance
- Altercations with any employee or guest
- Unexcused absenteeism/tardiness
- Sleeping while on duty.
- Failure to comply with regulatory requirements or safety rules and regulation
- Traffic violations while operating a New Orleans Military/Maritime Academy vehicle
- Violation of student, parent, employee or New Orleans Military/Maritime Academy confidentiality
- Failure to provide honest and accurate information to an administrator, supervisor, director or assistant principal/principal of New Orleans Military/Maritime Academy.
- Possession, use and distribution of dangerous or unauthorized materials, such as explosives, firearms, knives or other dangerous weapons while on duty or on New Orleans Military/Maritime Academy premises
- Fighting, threatening violence, intimidation or harassment toward any individual directly or indirectly associated with New Orleans Military/Maritime Academy.
- Smoking on New Orleans Military/Maritime Academy grounds or during hours of work
- Attempts to disrupt or undermine the business interests of New Orleans Military/Maritime Academy or to encourage others to do so
- Any conduct unbecoming to New Orleans Military/Maritime Academy's ethos
- Other violations of New Orleans Military/Maritime Academy policies.

Employees who violate these rules or who demonstrate other inappropriate behavior will be subject to appropriate disciplinary (action), the severity of this will be based

upon circumstances of the infraction and may include termination. New Orleans Military/Maritime Academy reserves the right to suspend any employee. with or without pay, to investigate violations of any of the above workplace behavior

(14) Criminal History Review and Arrest Notification

Employees are required. prior to having been selected for employment. to comply with the requirements of the Louisiana Child Protection Act This includes a criminal history review and collecting a finger print sample Employees are to notify the Principal of any criminal prosecution or convictions while employed at New Orleans Military/Maritime Academy Employee(s) who fail to voluntarily disclose criminal history will be subject to termination for cause.

(15) Immigration Law Compliance

NOMMA will comply with federal and state immigration laws.

(16) Work Hours

The standard full time work hours for teachers and academic staff are from 7 45 AM until 3 45 PM Other work schedules may be determined by supervisors to reflect functions needed for specific responsibilities

(17) Attendance

New Orleans Military/Maritime Academy expects all of its employees to be on time and ready to begin work Employees are not allowed to perform work at home or away from the New Orleans Military/Maritime Academy unless specifically authorized by the Principal. Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically authorized for each occurrence by their supervisor Non-exempt employees are not allowed to perform work while on scheduled non-paid lunch break, unless specifically assigned by the supervisor. Attendance at New Orleans Military/Maritime Academy sponsored functions is not compensated unless the supervisor has required the employee to attend and work at the function.

(18) Absence or Lateness

From time to time, it may be necessary for employees to be absent from work New Orleans Military/Maritime Academy is aware that emergencies, illnesses, or pressing personal business that cannot be scheduled outside work hours may arise Personal leave has been provided for this purpose.

If you are unable to report to work. or if you will arrive late, please contact the Substitute Coordinator and inform him/her of your situation If you know in advance that you will need to be absent, please request this time off directly from the supervisor, assistant principal or principal using a Leave Request Form.

If you are unable to call in yourself because of an illness, emergency or for some other reason, be sure to have someone call for you Failure to communicate with the appropriate assistant principal, or supervisor or to have someone else communicate for you may present that you have abandoned your position and be subject to termination for cause

If you are absent because of an illness for three or more successive days, the Principal may request that you submit written documentation from your doctor stating you are able to resume normal work duties before you will be allowed to return to work A doctor note is also required for an absence prior to or after a weekend or holiday A consistent pattern of questionable absences can be considered excessive, and may be cause for concern In addition, excessive lateness or leaving early without administrative authorization will be considered a "lateness pattern" and may carry the same weight as an absence. Other factors, such as, the degree and reason for the lateness, will be taken into consideration

Your supervisor or assistant principal will make a note of any absence or lateness, and their reasons, and have it placed in your personnel file Be aware that excessive absences, lateness or leaving early may lead to disciplinary action, including possible dismissal

A Substitute Teacher will be paid at the rate of $50 00/day If a Teacher Assistant assumes the class leadership in absence of the Teacher for the whole day, an additional $25/day will be earned in addition to his/her regular salary. Full-time Substitutes will not receive additional compensation when performing substitution assignments

Note Information on the types of leaves offered and their qualification criteria are included in the "Leaves" section of this Employee Manual

(19) Employment Classifications

At the time you are hired, you are classified as full time. part time or temporary In addition, you are classified as either non-exempt or exempt All other policies described in this Employee Manual and communicated by New Orleans Military/Maritime Academy apply to all employees, with the exception of certain wage, salary and time off limitations applying only to "non-exempt" employees If you are unsure of which job classification your position fits into, please ask your supervisor, director or assistant principal

(20) Full-Time Employees/12-Month

An employee who works at least 35 hours per week and is employed for a 12-month schedule is considered a full time employee

(21) Full-Time Employees Instructional/Cafeteria

An employee who works at least 35 hours per week and is employed for the school year is considered a full time employee

(22) Part-Time Employees

An employee who works less than 35 (the minimum number of hours specified to be classified as a full time employee) hours per week is considered a part time employee

(23) Temporary

From time to time, New Orleans Military/Maritime Academy may hire employees for specific periods of time or for the completion of a specific project An employee hired under these conditions will be considered a temporary employee ineligible for benefits The job assignment, work schedule and duration of the position will be determined on an individual basis

Normally, a temporary position will not exceed six months in duration, unless specifically extended by a written agreement Summer employees. interns and seasonal employees are considered temporary employees

A temporary employee does not become a regular employee by virtue of being employed longer than the agreed upon specified period

(24) Non-Exempt and Exempt Employees

At the time you are hired, you will be classified as either "exempt" or "non-exempt. This is necessary because, by law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of 40 hours per workweek These employees are referred to as "non-exempt" in this Employee Manual. This means that they are not exempt from receiving overtime pay. Generally, cafeteria and custodial personnel are classified as non-exempt employees

Exempt employees include the principal, assistant principals, business manager, teachers, professional staff, technical staff, partnership development representatives, and others whose duties and responsibilities allow them to be "exempt" from overtime pay provisions as provided by the Federal Fair Labor Standards Act (FLSA) and any applicable state laws If you are an exempt employee, you will be advised that you are in this classification at the time you are hired. transferred or promoted

(25) Personnel Records and Administration

The task of handling personnel records and related personnel administration functions at New Orleans Military/Maritime Academy has been assigned to the Human Resource Manager Questions regarding insurance, wages, and interpretation of policies may be directed to the Human Resource Manager

(26) Your Personnel File

Keeping your personnel file up to date can be important to you with regard to pay, deductions, benefits and other matters. If you have a change in any of the items listed below, please be sure to notify your supervisor, director or assistant principal in order that it may be forwarded to the Human Resource Manager as soon as possible

1 Legal name (name on social security card)
2 Home address
3. Home telephone number
4. Person to call in case of emergency
5 Number of dependents
6. Changes in dependents' enrollment in benefit plan
7 (Family status change, including marriage)
8 Change of beneficiary
9 Driving record or status of driver's license
10 Military status
11 Training Certificates
12 Professional Licenses

You may see information that is kept in your own personnel file if you wish, and you may request and receive copies of all documents you have signed. Please make arrangements with the Human Resource Manager to request copies of personal documents.

(27) Your Medical Records File

All medical records will be kept in a separate confidential file Medical information about an employee will not be disclosed without the employee first having signed an authorization form permitting disclosure except in claims against New Orleans Military/Maritime Academy involving that employee's health or health record.

A post employment medical history questionnaire will be required by all employees. Information obtained from this document can assist with identifying pre-existing conditions for use with meeting requirements for the Second Injury Fund, as well as assisting with your work assignments The Secondary Injury Fund is a state agency which reimburses employers for Workers' Compensation costs in certain instances when an employee with a pre-existing permanent partial disability is injured on the job It was established to assist those individuals with such medical history to secure work

(28) Compensation

The goal of New Orleans Military/Maritime Academy's compensation program is to attract potential employees, meet the needs of all current employees and encourage well performing employees to stay with our organization Our compensation program

is built to balance both employee and New Orleans Military/Maritime Academy needs New Orleans Military/Maritime Academy compensates it professional teaching staff and non-teaching staff in accordance with the pay scale derived from the Board of Directors Professional teaching staff pay scale is available upon request in the Human Resource Office.

New Orleans Military/Maritime Academy applies the same principles of fairness to all employees. regardless of race, color, sex. national origin. pregnancy, childbirth and related medical conditions. age, religion, physical or mental disability, veteran status, individuals with sickle cell trait. or any other protected status defined by law

(29) Pay Period

The current payroll schedule was established effective FY2006-07 (July 15, 2006) Paydays are the 15th and the last day of the month The 15th payroll encompasses 26th - 11th, payable on the 15th The end of month payroll encompasses: 12th - 25th. payable on the last day of the month (either 30th or 31st) This schedule applies even when the payroll date falls on a weekend or a holiday It is the responsibility of each employee to determine whether their financial institution is automated and whether or not it will post payroll on the weekend or holiday. The automatic deposit of paychecks is mandatory

(30) Mandatory Deductions From Paycheck

New Orleans Military/Maritime Academy is required by law to make certain deductions from your paycheck each time one is prepared. Among these are federal, state and local income taxes and contribution to Social Security. These deductions will be itemized on your check stub The amount of the deductions will depend on your earnings and on the information you furnish on your W 4 form. New Orleans Military/Maritime Academy will match all required deductions with regard to Social Security and Medicare, if applicable Employees may also want to make sure their earnings statement is accurate each year by requesting a Personal Earnings and Benefit Estimate Statement from the U.S Social Security Administration by calling 1-800-772-1213 or accessing them on line at www ssa gov. Contact the Human Resource Manager for any changes to your withholdings The W 2 form you receive annually reflects how much of your earnings were deducted for these purposes. It is to be noted, your W-2 will not reflect your annual contract salary or wages because the W-2 salary is based on your calendar year earnings while contracted/earned salary is based on wages received during the school /state fiscal year Court-ordered garnishments must be properly documented in order for mandatory deductions to be withheld from your paycheck

(31) Payroll Advance

In accordance with the State of Louisiana, New Orleans Military/Maritime Academy will not grant wage or salary advances to any employee

(32) Error in Pay

Every effort is made to avoid errors in your paycheck If you believe an error has been made, tell the Human Resource Manager immediately. She will take the necessary steps to research the problem and to assure that any necessary correction is made promptly

(33) Overtime Pay

A non-exempt employee will receive overtime pay of one and one-half times your regular hourly wage. You must first work a 40-hour week in order to receive overtime If. during that week, you were away from the job because of a job related injury, paid holiday, jury duty, vacation day, or paid sick time, those hours not worked will not be counted as hours worked for the purpose of computing eligibility for overtime pay. If overtime is conducted during a holiday the rate will be two and one-half times your regular hourly wage Therefore, any additional unscheduled work will be paid at the standard rate The standard 40-hour workweek for non-exempt employees, i e Custodial Department, is Sunday through Saturday.

Please note if you are a non exempt employee on an approved flexible work arrangement, overtime hours will be computed only on those hours worked in excess of a 40-hour workweek and approved by your supervisor, assistant principal. or Principal

(34) Supplemental Pay

According to the Internal Revenue Service Circular E publication supplemental wages are compensation paid in addition to an employee's regular wages. They include, but are not limited to, bonuses, commissions, overtime pay, payments for accumulated sick leave. severance pay, awards, prizes. back pay and retroactive pay increases for current employees, and payments for nondeductible moving expenses Other payments subject to the supplemental wage rules include taxable fringe benefits and expense allowances paid under a non-accountable plan. How you withhold on supplemental payments depends on whether the supplemental payment is identified as a separate payment from regular wages

Supplemental wages combined with regular wages. If you pay supplemental wages with regular wages but do not specify the amount of each, withhold federal income tax as if the total were a single payment for a regular payroll period

Supplemental wages identified separately from regular wages If you pay supplemental wages separately (or combine them in a single payment and specify the amount of each). the federal income tax withholding method depends partly on whether you withhold income tax from your employee's regular wages. However, separate rules apply to the extent the supplemental wages paid to any one employee during the year exceed $1,000,000. The American Jobs Creation Act of 2004 provides that if a supplemental wage payment, together with other supplemental wage

payments made to the employee during the calendar year exceeds $1,000,000 the excess will be subject to withholding at 35 percent (or the highest rate of income tax for the year) This provision is effective with respect to payments made after December 31, 2004. The Internal Revenue Service will be providing guidance about this provision in the near future

1 If you withheld income tax from an employee's regular wages, you can use one of the following methods for the supplemental wages
a Withhold a flat 25% (Per Publication 15. Circular E, pp.423-424 and 26 CFR 31 3402(g)-1 Supplemental wage payments)
b Add the supplemental and regular wages for the most recent payroll period this year Then figure the income tax withholding as if the total was a single payment Subtract the tax already withheld from the regular wages. Withhold the remaining tax from the supplemental wages

2 If you did not withhold income tax from the employee's regular wages, use method 1-b above This would occur. for example, when the value of the employee's withholding allowances claimed on Form W-4 is more than the wages

Regardless of the method that you use to withhold income tax on supplemental wages. they are subject to social security, Medicare, and FUTA taxes

New Orleans Military/Maritime Academy adheres to the IRS's rulings with regard to supplemental wages. See the Supplemental Wage Schedule for details on what qualifies as supplemental pay and when the pay is due to the employee

(35) Compensatory Time Off

New Orleans Military/Maritime Academy offers compensatory time off, ("comp-time"), to any New Orleans Military/Maritime Academy employee in lieu of overtime pay for overtime hours worked. (This is not applicable for non-exempt employees.) Only the Principal may authorize comp-time This authorization must be made previous to the time worked The Extenuating Circumstances Time Record form is to be completed when the work has been completed Failure to complete document the timely and have the Principal certify the time used, may disqualify compensation for the work performed. It is the employee's responsibility to ensure this procedure is followed "After the fact" approval will not be authorized The Extenuating Circumstances Time Record form is available for downloading and printing on your personal Microsoft email account under "Public Folders/Forms " Compensatory time must be used by the end of the fiscal year or will be lost

(36) Time and Attendance Records

By law. we are obligated to keep accurate records of the time worked by employees If required by your work assignment or upon direction of the Principal, you are responsible for accurately recording your time This is done by time sheets / clock cards / other written documentation No one may record hours worked on another's

timecard or timesheet Tampering with another's time record is cause for disciplinary action, up to and including possible termination. of both employees. In the event of an error in recording your time, please report the matter to the supervisor, or assistant principal and immediately notify the Human Resource manager of the change. For other staff, your supervisor, assistant principal or principal time and attendance will monitor. This is done on an "exception basis." All exceptions will be documented by the school's leave form, signed by the employee and supervisor

(37) Performance Reviews

New Orleans Military/Maritime Academy conducts a formal review at least one time per year for each employee. New employees will be reviewed near the end of their Introductory Period A review may also be conducted in the event of a promotion or change in duties and responsibilities

During a formal performance review, the Principal may cover the following areas·

The quality of your work,

Strengths and areas for improvement,

Attitude and willingness to work,

Initiative and teamwork.

Attendance,

Customer service orientation.

Problem solving skills;

Ongoing professional growth and development.

Additional areas may also be reviewed as they relate to your specific job

Employee review provides an opportunity for collaborative. two way communication between the employee, supervisor and/or the Principal. This is a good time for the employee to discuss interests and future goals. The Principal is interested in helping employees progress and grow in order to achieve personal as well as work related goals. The performance review gives the Principal an opportunity to suggest ways for you to advance and make your job at New Orleans Military/Maritime Academy more fulfilling.

The Principal or supervisor can answer any questions employees may have about the performance review process.

(38) Compensation Reviews

Salary reviews are made once annually between May and June of each year Increases will be based on "step and lane" increases or (for those who are not in instructional positions) a set percentage determined by the Board of Directors, but may also be affected by job performance, unexcused absences and tardiness, continued training and education, leadership abilities, positive attitude, and willingness to accept additional responsibilities

(39) Other Compensation Programs and Policies

(40) Benefits

New Orleans Military/Maritime Academy is committed to sponsoring a comprehensive benefits program for all eligible employees. In addition to receiving an equitable salary and having an equal opportunity for professional development and advancement, employees may be eligible to enjoy other benefits that will enhance your job satisfaction The benefits program described in this Employee Manual represents a very large investment by New Orleans Military/Maritime Academy

A good benefits program is a solid investment in New Orleans Military/Maritime Academy's employees Periodic review will be performed on the benefits package and New Orleans Military/Maritime Academy reserves the right to modify, add or delete the benefits offered

(41) Pre-K School Program

Pre-K classes will not be offered for the FY2007-08 Request a consultation with the Principal to determine if you are eligible for the Pre-K Assistance Supplement payable as a stipend in payroll

(42) Eligibility for Benefits

Coverage is available to employees and their dependents as defined in the benefit summary plan descriptions Part time employees will enjoy only those benefits specifically required by law, provided that the minimum requirements are met set forth by law and in the benefit plan(s) Temporary employees are not eligible for benefits

(43) Medical Benefits

Eligible employees may receive medical, prescription, and dental insurance Initial medical benefits forms are to be completed prior to an employee's start date It is the employee's responsibility to complete and return them to the Human Resources Manager The Human Resources Office is the source for current rates and

information

New Orleans Military/Maritime Academy will contribute 50% of full time employees' premium coverage during employment by New Orleans Military/Maritime Academy Employees are eligible for coverage the first day of the month following 30 days of employment Eligible employees, who choose not to obtain medical insurance through New Orleans Military/Maritime Academy, must sign a waiver of participation in the benefit programs.

Open enrollment for the new medical insurance plan is August 1st through August 31 of each fiscal year. If you do not choose to enroll at that time, the plan will not be available to you again until open enrollment of the next fiscal year.

(44) Workers Compensation

All employees are entitled to Workers' Compensation benefits. This coverage is automatic and immediate and protects employees from an on the job injury An on the job injury is defined as an accidental injury suffered in the course of work, or an illness that is directly related to performing assigned job duties. This job injury insurance is paid for by New Orleans Military/Maritime Academy. If employees cannot work due to a job related injury or illness, Workers' Compensation insurance pays medical bills and provides a portion of income until the employee can return to work

Employees are to report all injuries or illnesses arising out of the scope of employment to their supervisor, director or assistant principal immediately. All claims must be made within 24 hours of the incident and will be monitored to completion by the Human Resources Manager.

(45) Unemployment Compensation

The Division of Unemployment Insurance of the State Department of Labor determines eligibility for Unemployment Compensation Employees working on a school year term (9-months) will not be eligible for unemployment while on summer break unless notified in writing that they will not be requested to return the next school year

(46) Retirement Plan

New Orleans Military/Maritime Academy offers a 401k Retirement plan to all full-time and part-time employees and may enroll on the first of each month Employee shall become 100% vested in the employer's matching contribution upon being hired as an employee This plan is designed to help each employee prepare for retirement by deferring a portion of their pay to a savings and investment account Employees my defer salary up to the amount mandated by the Internal Revenue Service New Orleans Military/Maritime Academy will match contributions in an amount equal to 3% of their annual compensation For more information contact the Human

Resources Manager

(47) Holidays

New Orleans Military/Maritime Academy recognizes the following holidays
Labor Day
Columbus Day
Veterans Day
Thanksgiving Day
Christmas Day
New Year's Day
Martin Luther King Day
Mardi Gras
President's Day
Memorial Day
Independence Day

Eligible employees will receive holiday pay for scheduled New Orleans Military/Maritime Academy holiday closures according to the school calendar. If a holiday falls on a weekend. it may be recognized on the Friday before or the Monday after Employees must work the last scheduled day before and the first scheduled day after the holiday to be paid for the holiday unless pre-approved by the Principal

(48) Leave

Full-time school year employees (10-month) will earn 80 hours of sick / personal leave days. Full-time 12 month employees will earn 120 hours of sick / personal leave days Any unused hours shall be paid at the employee's current hourly rate of pay at the end of the fiscal year

Employees who resign or are terminated for any reason during their employment will not receive payment for earned unused sick/personal leave days Sick/personal leave days will not accrue while an employee is on leave of absence, unless otherwise required by law If a holiday falls during an employee's scheduled personal leave period, the employee will receive holiday pay for that day A physician's note may be requested at the Principal's discretion for any leave requested at any time (Benefits will not accrue while an employee is on unpaid leave of absence) New Orleans Military/Maritime Academy may require employees using sick leave of three or more days to provide a physicians note authorizing the employee's return to work

(49) Bereavement Leave

Paid Bereavement Leave shall be granted up to three days (not charged as personal leave) for full time employees for the death of a spouse, child, parent, parent-in-law, grandparent, grandparent-in-law, granddaughter, grandson, daughter-in-law, son-in-law, step-parent, brother, sister, brother-in-law, sister-in-law, daughter or son of the employee's spouse An additional two days (chargeable to personal leave) may be

granted upon approval of your supervisor Any further absence will be charged as leave without pay. Leave requests will identify the total amount of days, accountable to paid or unpaid leave when submitted for approval Pay associated with Bereavement Leave will only be made to employees for actual time spent away from work for the funeral or its arrangements For example. if the death occurs at a time when work is not scheduled, payment will not be made If a holiday or part of your summer vacation occurs on any of the days of funeral absence, you may not receive holiday or vacation pay in addition to paid Bereavement Leave

One day (chargeable to personal leave) may be taken, upon your supervisor's approval, to attend funerals of other relatives and friends.

(50) Jury Duty

Employees selected for jury duty will be paid for the scheduled period of work, at the regular rate of pay Employees should notify their supervisor immediately if they receive notice to report for jury duty and submit a leave request for the applicable period. Proof of serving on jury duty is required upon return to work.

(51) Unpaid Leave

It is the policy of New Orleans Military/Maritime Academy to allow its eligible employees to apply for and be considered for certain specific unpaid leaves of absence Failure to return to work as scheduled from an approved unpaid leave of absence or to inform your supervisor. or assistant principal of an acceptable reason for not returning as scheduled, will be considered a violation of terms of employment All requests for unpaid leaves of absence shall be submitted in writing by a Leave Request Form to your supervisor, or assistant principal Each request shall provide sufficient detail such as the reason for the leave, the expected duration of the leave, and the relationship of family members, if applicable.

(52) Family/Medical Leave of Absence

New Orleans Military/Maritime Academy does not discriminate against employees as a result of the approved use of family care or medical leave or a proper request for such leave Requests for family care and medical leave will be granted as defined by federal and state law

Eligible employees will receive up to 12 weeks of unpaid, job protected leave for the following family and medical reasons pursuant to the Family / Medical Leave Act:

1. The birth of an employee's child and to care for the newborn child (see Maternity Leave, #53).

2. The placement and care for a newly adopted or recently placed foster child,

3 To care for a spouse, child, or parent (but nor parent in law) who has a serious

health condition or

4. An employee's own serious health condition that renders the employee unable to perform one or more of the essential functions of his or her job.

This Family / Medical Leave of Absence Policy shall be administered in accordance with applicable state and federal laws as follows.

1 Employees are eligible if they have been actively employed for 12 months, and worked at least 1250 hours (an average of 25 hours per week) during those 12 months This 12-month period "rolls back" from the date of leave to the prior 12-month period.

2 Employees may request one or more family or medical leaves However. the total amount of leave taken cannot exceed 12 weeks in any 12-month period. This 12-month period is calculated backwards from the date an employee uses any family and medical leave.

3 Employees may request intermittent leave or reduced schedule leave to care for a family member with a serious health condition or if they have a serious health condition that warrants such a request.

4 Employees shall be required to give 30 days advance notice in the event of a foreseeable medical treatment. To assist in arranging work assignments during absence from work. employees are asked to give prior notice, to the extent possible, of an expected birth or adoption, as well as an indication, to the extent known, of the expected return date To facilitate return to work, employees are asked to provide with two weeks advance notification of the intended return date Failure to do so may delay the return date for work.

5 In the event of an unforeseeable serious health condition to the employee or his/her child, spouse, or parent, creating a need for unforeseeable family or medical leave, the employee must provide notice, as soon as practicable, of any needed time off, and a written doctor's certificate Under appropriate circumstances the employee may require an examination by a school-designated physician, at New Orleans Military/Maritime Academy's expense

6. Under FMLA child is defined as a natural, adopted. or foster child, a stepchild or a legal ward

7. A parent is defined as the employee's or his/her spouse's natural, adoptive, or foster parent, stepparent. or legal guardian

8 A serious health condition is defined as a disabling physical or mental illness, injury, impairment. or condition involving a) inpatient care in a hospital, nursing home, or hospice, or b) outpatient care requiring continuing treatment or supervision

from a health care professional

9. A Family Care Leave that relates to the birth or adoption of a child must be completed within 12 months of the birth or adoption.

10 Upon completion of a leave granted under this section, employees shall be reinstated to their original position, or an equivalent one

11. If employee's medical circumstances prohibit his or her ability to perform the original job, New Orleans Military/Maritime Academy will attempt to reassign the employee to an alternate/suitable work

12 While on a leave of absence, we will continue employee benefits under the same terms as if employed, for up to a maximum of 12 weeks during any one year period. If the employee's leave extends beyond 12 weeks, he/she shall be offered the opportunity to purchase continuing coverage under state and federal COBRA continuation rules If an employee fails to return to work after expiration of the leave, the employee may be required to reimburse the New Orleans Military/Maritime Academy for health insurance premiums paid during the leave

13 Prior to expiration of the family care or medical leave, if additional family care or medical leave is required, employees may submit additional certification to New Orleans Military/Maritime Academy

14 Should employees seek a leave of absence for reasons other than described above, New Orleans Military/Maritime Academy will evaluate such a request based on particular circumstances present at that time, including but not limited to current and anticipated work responsibilities, performance, and school needs New Orleans Military/Maritime Academy reserves the right to refuse such a request at its sole discretion

(53) Disability Leave of Absence/Maternity Leave

New Orleans Military/Maritime Academy may grant an unpaid leave of absence for illness or disability To request a disability leave of absence from your supervisor, or assistant principal you should submit, or have someone submit for you, a statement of ill health or disability from your doctor. (Pregnancy is treated, for the purposes of this policy, the same as an illness or disability) An approved disability leave may be granted for up 90 days If necessary, you may request extensions in 30-day increments for a maximum of one year Whenever possible, you are required to give as much notice as possible of your pending need for a disability leave of absence

At the time the disability leave begins, any remaining personal leave or sick leave will be used. This policy applies to all employees Employee group insurance booklet should be reviewed to determine insurance coverage during a leave of absence

Employees who must remain away from work for more than the period of time

allowed above will be considered terminated from employment. They are welcome to reapply subject to New Orleans Military/Maritime Academy's usual hiring policies

Employees who develop an illness or physical condition which requires medical treatment or restrictions and precautions will be required to submit a physician's statement This statement must give approval that continued full time employment in his/her present position would not jeopardize his/her health or the safety of others, in the event she/he continues to work A similar statement is required upon return from a disability leave

Should employee attendance or job performance suffer during the period preceding and/or following a disability leave, New Orleans Military/Maritime Academy will accommodate the employee to the extent provided by law.

(54) Military Reserves/National Guard Leave of Absence

A Federal employee who is a member of the National Guard or Reserves or any other U S military organization or state militia group is entitled to 15 days (120 hours) of paid military leave under 5 U S.C 6323(a) each fiscal year for active duty, active duty training, or inactive duty training An employee on military leave under section 6323(a) receives his or her full civilian salary, as well as military pay. This leave accrues at the beginning of each fiscal year. The employee retains all of their legal rights for continued employment under existing laws.

Employees are expected to notify their supervisor, or assistant principal as soon as orders are received so that arrangements can be made for a replacement during the absence.

(55) Employment While on Leave of Absence

An employee, who accepts employment or goes into business while on a leave of absence from New Orleans Military/Maritime Academy, will be considered to have violated his/her terms of employment

(56) Disciplinary Action/Grievance Procedures

An employee may be subject to disciplinary action by his/her supervisor for violation of school policies or procedures that do not constitute the severity to warrant termination An employee may be assigned to administrative leave without pay as a result The length of time assigned to administrative leave will be based upon the nature of the infraction

A grievance is a claim by an employee that their Work Agreement has been violated, misinterpreted, or misapplied with respect to him or her or that he or she has been improperly terminated for cause other than for a violation of R S 42 54 Should such a grievance arise, the following procedure shall be the employee's sole and exclusive remedy with respect to that grievance

Step I - The Principal An employee having a grievance shall present the grievance in writing to the Principal so as to be received by the Principal within 30 days of the event or condition, giving rise to the grievance Promptly after receipt of such written grievance, the Principal shall meet with the Employee and other persons as determined by the Principal with respect to such grievance If the grievance is not resolved by the Principal within 10 days of receipt thereof, the grievance shall be deemed denied.

Step II- Committee of Directors Within 14 days of the date on which the Principal denies a grievance, a written appeal of such denial may be submitted by an employee to the Chairperson of the Board of Directors of New Orleans Military/Maritime Academy A copy of such written appeal shall be sent by the employee to the Principal. and the Principal or his or her designee may respond to the appeal within seven days of receipt The Chairperson shall submit the appeal to a committee of not less than three nor more than five Directors chosen by the Chairperson for resolution of grievances (the "Committee") In addressing the grievance, the Committee may meet with an employee, the Principal, or other persons as determined by the Committee The Committee shall render a written decision within 30 days of receipt of the appeal by the Chairperson, and shall provide copies of such written decision to an employee and to the Principal The decision of the Committee shall be forwarded to the Board that shall make a final decision on this matter. The time periods relating to the forgoing grievance procedures, if less than 30 days. shall include business days only and not weekends or legal school holidays If the last day of a time period falls on a weekend or legal school holiday, the time period shall be extended to the next regular business day

R S. 42 54. Grievance Procedures Grievances for a person accused of a subversive activities violation outlined in R S 42·54 shall be addressed in accordance with R.S. 42.57

SEPARATION OF EMPLOYMENT

(57) Termination for Cause

New Orleans Military/Maritime Academy may terminate employment at any time for cause by written notice to an employee, effective upon the date of such written notice "Cause" shall be defined to mean (i) willful misconduct of an employee, including without limitation any act or acts committed by an employee which could result in the conviction of the employee for a felony or misdemeanor involving violence against another person, dishonesty. breach of trust, fraud or moral turpitude under the laws of the United States or any state thereof, (ii) material breach of an employee's contract, (iii) a good faith determination by the Principal or the New Orleans Military/Maritime Academy Board of incompetence. negligence or inefficiency by an employee in the execution of his or her duties, (iv) the taking or omission to take by an employee of

any reasonable. appropriate or lawful action or actions in the performance of his or her duties hereunder which, in the good faith determination of the Principal or the New Orleans Military/Maritime Academy Board, have caused or substantially contributed to the deterioration of the performance or reputation of New Orleans Military/Maritime Academy, (v) the willful failure by an employee to comply with any lawful directive of the Principal, or the New Orleans Military/Maritime Academy Board, (vi) violation of the State Subversive Activities policy as outlined in R S 42·54 or (vii) the inability of an employee to fulfill his or her responsibilities (viii) a good faith determination by the Principal or the New Orleans Military/Maritime Academy Board that the continued presence of an employee will have a disruptive effect on the administration of the school (ix) any action or omission which in the opinion of the New Orleans Military/Maritime Academy Board of Directors warrants termination In the event that an employee is terminated for Cause, New Orleans Military/Maritime Academy shall not have any further liability to an employee except that an employee shall be entitled to receive any unpaid salary accrued through the date of termination

The Principal or the Chairperson, at his/her discretion, may order any matter referred to the Board for adjudication The Board, after conducting an investigation will allow an employee an opportunity to be heard. Notice of the meeting may be provided to an employee by oral or written means The investigative session will be conducted in Executive Session pursuant to R.S 42.6 1(4) An employee will be invited to address the Board in public session At the conclusion, the Board will re-enter Executive session and deliberate as to whether the Board will initiate termination with cause proceedings, terminate an employee without cause, award an employee a suspension without pay or take other appropriate action The standard for initiation of termination proceedings is that there is reasonable cause to believe that an employee's act or failure to act warrants termination This is considered to be a low standard of evidence and should not be construed as a presumption that misconduct occurred Instead, it is a decision to hold a formal hearing in the matter

Should the Board of Directors decide to initiate termination proceedings, the Board's legal advisor will notify an employee of the allegations against him or her and the date of the hearing The legal advisor shall further advise an employee of any rights delineated in a published board policy

(58) Termination for Without Cause

New Orleans Military/Maritime Academy, acting through its board, may terminate employment at any time for any reason. without cause, in which case New Orleans Military/Maritime Academy shall have no further liability to an employee hereunder, except that an employee shall be entitled to receive his or her salary at the then current rate for the shorter of six months or the balance of the then current term. An employee will not accrue a vacation for that year

(59) Termination at End of Term

An employee or New Orleans Military/Maritime Academy may terminate employment at the end of any Contract Year (i e , effective any June 30), for any reason or no reason provided that the party desiring to terminate employment gives written notice to the other party no later than May 15th of such Contract Year. In the event of such termination by an employee, New Orleans Military/Maritime Academy may choose to accelerate the effective date of termination, and pay an employee through the date on which the employee intended such termination to take effect An employee will be paid their accrued vacation pay for that year

(60) No Further Obligations

Upon the payment of the amounts, if any, specified in this section, New Orleans Military/Maritime Academy shall have no further liability to an employee under law except to continue to provide any employee benefits to the Employee (such as COBRA) All benefit extensions or COBRA enrollment must be negotiated in writing by the employee prior to the designated termination date

(61) Effect of Termination on Children of Employees

Employees who are terminated or resign and have been employed for 90 days or less must withdraw their child or children from New Orleans Military/Maritime Academy within 14 days of such termination or resignation unless a military status exists (active, reserve, retired) Employees who have been employed for more than 90 days must withdraw their child or children at the end of the academic year unless a military status (active, reserve, retired) exists

(62) Exit Interviews

In a termination situation. New Orleans Military/Maritime Academy management would like to conduct an exit interview to discuss your reasons for leaving and any other impressions that you may have about New Orleans Military/Maritime Academy During the exit interview, you can provide insights into areas for improvement that New Orleans Military/Maritime Academy can make. Every attempt will be made to keep all information confidential

(63) Former Employees

Depending on the circumstances, New Orleans Military/Maritime Academy may consider a former employee for reemployment Such applicants are subject to New Orleans Military/Maritime Academy's usual pre employment procedures To be considered, an applicant must have been in good standing at the time of their previous termination of employment with New Orleans Military/Maritime Academy

(64) Post Employment Inquires

New Orleans Military/Maritime Academy does not respond to oral requests for references. In the event your employment with New Orleans Military/Maritime

Academy is terminated, either voluntarily or involuntarily, your supervisor, or assistant principal, may be able to provide a reference to potential employers only if you have completed and signed a release form As an employee of New Orleans Military/Maritime Academy, do not under any circumstances respond to any requests for information regarding another employee unless it is part of your assigned job responsibilities It if is not, please forward the information request to your supervisor, or assistant principal

(65) Non-Contracted Employees

It may become necessary for the New Orleans Military/Maritime Academy to terminate a non-contracted employee for other reasons than Cause As example, this may be the result of having the position eliminated or not having adequate funding to sustain the position New Orleans Military/Maritime Academy will provide written notice no later than 30 days prior to the date of termination In the event of such termination. the New Orleans Military/Maritime Academy may choose to accelerate the effective date of termination, and pay the employee through the date on which the termination was to take effect. The employee will be paid his/her remaining leave at that time. Re-employment of these individuals will be given first consideration if funding is restored or the eliminated position re-established

(66) Return of New Orleans Military/Maritime Academy Property

Any New Orleans Military/Maritime Academy property issued/purchased for you, such as computer equipment, keys, petty cash must be returned to New Orleans Military/Maritime Academy at the time of your termination. You will be responsible for any lost or damaged items. The value of any property issued and not returned may be deducted from your final paycheck, and you may be required to sign a wage deduction authorization form for this purpose

WORKPLACE POLICIES

(67) Outside Employment

Employees are required to obtain the Principal's approval in writing to participate in employment outside of school

(68) Communications Policy

New Orleans Military/Maritime Academy encourages employees to discuss any co-worker disputes with that co-worker. if a resolution is not reached, a meeting should be arranged with the supervisor, assistant principal, or the Principal to discuss any concern. problem, or issue that arises during the course of employment Any information discussed in an Open Communication meeting is considered confidential Retaliation against any employee for good faith usage of Open Communication

channels is unacceptable It is counterproductive to a harmonious workplace for employees to create or repeat rumors. It is more constructive for an employee to consult his/her supervisor, assistant principal. or Human Resource Manager.

Successful working conditions and relationships depend upon successful communication Not only do employees need to stay aware of changes in procedures, policies and general information, they also need to communicate ideas, suggestions, personal goals or problems as they affect work In addition to the exchanges of information and expressions of ideas and attitudes that occur daily, employees should be aware of and utilize all New Orleans Military/Maritime Academy methods of communication These including this Employee Manual, bulletin boards, discussions with the memoranda. staff meetings, newsletters, training sessions, email and the school's website

Effective and continuing communications are vital for a successful educational institution All teachers, teacher assistants and educational support personnel are required to read their email and review the school's web page at a minimum, once in the morning and once in the afternoon

(69) Computer Software (Unauthorized Copying)

New Orleans Military/Maritime Academy does not condone the illegal duplication of software The copyright law is clear. The copyright holder is given certain exclusive rights, including the right to make and distribute copies Title 17 of the U S. Code states that "it is illegal to make or distribute copies of copyrighted material without authorization" (Section 106) The only exception is the users' right to make a backup copy for archival purposes (Section 117)

The law protects the exclusive rights of the copyright holder and does not give users the right to copy software unless the manufacturer does not provide a backup copy. Unauthorized duplication of software is a federal crime Penalties include fines up to and including $250, 000, and jail terms of up to five years

Even the users of unlawful copies suffer from their own illegal actions They receive no documentation, no customer support and no information about product updates.

1 New Orleans Military/Maritime Academy licenses the use of computer software from a variety of outside companies. New Orleans Military/Maritime Academy does not own this software or its related documentation and, unless authorized by the software manufacturer, does not have the right to reproduce it.

2 With regard to use on local area networks or on multiple machines. New Orleans Military/Maritime Academy employees shall use the software only in accordance with the software publisher's license agreement.

3 New Orleans Military/Maritime Academy employees learning of any misuse of software or related documentation within the company must notify the Business

Manager immediately.

4 According to the U S. Copyright Law. illegal reproduction of software can be subject to civil damages and criminal penalties, including fines and imprisonment. New Orleans Military/Maritime Academy employees who make, acquire or use unauthorized copies of computer software shall be disciplined as appropriate under the circumstances. Such discipline may include termination

(70) Computers, Electronic Mail, Voice Mail, and Cell Phone Usage

New Orleans Military/Maritime Academy makes every effort to provide the best available technology to those performing services for New Orleans Military/Maritime Academy In this regard. New Orleans Military/Maritime Academy has installed, at substantial expense, equipment such as computers, electronic mail, and voice mail. This policy is to advise those who use our business equipment on the subject of access to and disclosure of computer stored information. voice mail messages and electronic mail messages created, sent or received by New Orleans Military/Maritime Academy's employees with the use of New Orleans Military/Maritime Academy's equipment

This policy also sets forth policies on the proper use of the computer. voice mail, and electronic mail systems provided by New Orleans Military/Maritime Academy.

New Orleans Military/Maritime Academy property, including computers, electronic mail. voice mail, and school provided cell phones should only be used for conducting company business.

Incidental and occasional personal use of company computers and our voice mail and electronic mail systems is permitted, but information and messages stored in these systems will be treated no differently from other business related information and messages, as described below

The use of the electronic mail system may not be used to solicit for commercial ventures, religious or political causes, outside organizations, or other non-job related solicitations. Furthermore. the electronic mail system is not to be used to create any offensive or disruptive messages Among those which are considered offensive, are any messages which contain sexual implications. racial slurs, gender specific comments, or any other comments that offensively address someone's age. sexual orientation, religious or political beliefs, national origin, or disability In addition, the electronic mail system shall not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization Further, all global emails must be approved and disseminated by the Principal, Assistant Principal or Supervisor

Although New Orleans Military/Maritime Academy provides certain codes to restrict access to computers. voice mail and electronic mail to protect these systems against external parties or entities obtaining unauthorized access, employees should

understand that these systems are intended for business use, and all computer information, voice mail and electronic mail messages are to be considered as company records.

New Orleans Military/Maritime Academy also needs to be able to respond to proper requests resulting from legal proceedings that call for electronically stored evidence Therefore, New Orleans Military/Maritime Academy must, and does, maintain the right and the ability to enter into any of these systems and to inspect and review any and all data recorded in those systems Because New Orleans Military/Maritime Academy reserves the right to obtain access to all voice mail and electronic mail messages left on or transmitted over these systems, employees should not assume that such messages are private and confidential or that New Orleans Military/Maritime Academy or its designated representatives will not have a need to access and review this information. Individuals using New Orleans Military/Maritime Academy's business equipment should also have no expectation that any information stored on their computer whether the information is contained on a computer hard drive, computer disks or in any other manner will be private.

New Orleans Military/Maritime Academy has the right to, but does not regularly monitor voice mail or electronic mail messages New Orleans Military/Maritime Academy will, however, inspect the contents of computers, voice mail or electronic mail in the course of an investigation triggered by indications of unacceptable behavior or as necessary to locate needed information that is not more readily available by some other less intrusive means

The contents of computers, voice mail, and electronic mail, properly obtained for some legitimate business purpose, may be disclosed by New Orleans Military/Maritime Academy if necessary within or outside of New Orleans Military/Maritime Academy

Given New Orleans Military/Maritime Academy's right to retrieve and read any electronic mail messages, such messages should be treated as confidential by other employees and accessed only by the intended recipient

New Orleans Military/Maritime Academy's Principal will review any request for access to the contents of an individual's computer, voice mail, or electronic mail prior to access being made without the individual's consent

Employees who bring personal computers or electronic equipment to school are required to obtain approval from the Systems Administrator prior to connecting to the school network. Incompatible software and/or out dated virus scans may contaminate the schools network and hardware. Any employee who violates this policy or uses the electronic communication systems for improper purposes may be subject to discipline, up to and including termination.

(This policy about cellular phone usage applies to any device that makes or receives

phone calls, leaves messages, sends text messages, surfs the Internet, or downloads and allows for the reading of and responding to email whether the device is company-supplied or personally owned).

The use of a cell phone while at work may present a hazard or distraction to the user, students or fellow employees. This policy is meant to ensure that cell phone use while at work and while driving aboard military installations is both safe and does not disrupt educational activities Unless otherwise authorized, employees are not to use personal cell phones in front of students This prohibition includes receiving or placing calls, text messaging, surfing the Internet, receiving or responding to email, checking for phone messages, or any other purpose related to our parents, students. vendors, volunteer activities. meetings. or civic responsibilities performed for or in the name of New Orleans Military/Maritime Academy; or any other school or personally related activities not named here while conducting educational activities.

The policy on the use of New Orleans Military/Maritime Academy business phones also applies to personal cell phone use. When at work and on duty, phones are to be used for business/job related purposes and for personal emergencies only. We have always interpreted personal "emergencies" in a very broad way and will continue to do so In the category of emergency phone use we try to make a reasonable accommodation for critical quality of life activities, for example, communicating with physicians regarding health issues, etc To avoid misunderstandings regarding personal emergency calls, it is always advisable to alert your supervisor/assistant principal, about your special circumstances of the moment

To ensure the effectiveness of educational instruction and preclude unauthorized use by others, employees are asked to keep cell phones on their person Staff who must have the use of personal cell phones at work should either set their phones to vibrate to signal in-coming calls or set the ring volume low enough not to disturb others.

An employee is prohibited from using a cell phone or similar device while driving on military installations, whether the business conducted is personal or school-related. We recognize that other distractions occur during driving, however, curbing the use of cell phones, while driving, is one way to minimize the risk, for our employees, of accidents Therefore, you are required to stop your vehicle in a safe location so that you can safely use your cell phone or similar device while on the bases and comply with Navy regulations This is recommended while driving off base as well

Any employee who violates this policy or uses cell phones for improper purposes may be subject to discipline, up to and including termination.

(71) Dress Code and Personal Appearance

The appearance of the entire staff is very important in presenting a neat, clean and professional environment. Wearing acceptable clothing, keeping fingernails at an appropriate length. etc., are necessary to maintain professional standards, and yet we recognize the need for comfortable clothing for our teaching staff. The Leadership Team will dress professionally, i e . shirt and tie for men, dresses/suits/nice pants for women. Wear of the NOMMA logo is not required. except for Fridays, which is dress-down/denim day, wherein all staff will dress down and wear the logo. Logo attire is available for purchase in the NAS/JRB Exchange when you present NOMMA Staff photo identification. Employees may also have the NOMMA logo embroidered on a button down shirt, which meets dress code policies. Teachers/Teacher Assistants/Administrative Support Staff; wearing of the uniform is encouraged but optional However, when it is worn employees will model the uniform for students. The uniform will be worn as students wear it [i.e., blue with khaki, gold, with blue. etc] except that shirttails do not have to be tucked in. Earrings and jewelry should conform to student regulations when wearing the uniform or days other than Friday In the event you choose not to wear the uniform, dress will be professional, i.e., shirt and tie for men, men may wear either open collared shirts OR t-typed shirts with a jacket Shirt and tie is preferred and smiled upon, dresses/suits/nice pants for women. You may wear open-toed shoes, but not flip-flops Determination of appropriateness of open-toed shoes is at the discretion of the Leadership Team All clothes will be clean and neatly pressed. All instructional and administrative staff will dress down and wear NOMMA logo on Fridays Physical education teachers ONLY may wear shorts

Non-administrative Support Staff will dress appropriately to fulfill their job requirements.
Employees shall wear prescribed uniforms daily The selection of uniform styles is at the employees discretion based on weather and conditions of anticipated activities. All clothing should be in good repair, wrinkle free and clean

(72) Drug-Free Workplace Policy

Employees who violate any of the drugs related behavior identified previously will be subject to discipline up to and including termination

All applicants and employees will be subject to pre-employment and reasonable suspicion substance abuse testing at the discretion of the Principal and/or the Board

A post accident drug test will be required any time an employee requires outside medical attention resulting from a workplace accident

Under certain circumstances the employer will consider continuing the employment of an employee who has violated a substance abuse rule on a one time only basis, or of an employee who has volunteered that he/she has a substance abuse problem, provided the employee has entered into an approved treatment or counseling program A determination of continued employment will be based upon consideration of the rule violated, the specific circumstances involved, as well as the employee's overall work record. A second rule violation will result in automatic employment termination

Employees who enter into a drug or alcohol treatment or a counseling program may, at the employer's discretion, be required to comply with more stringent testing or other requirements than found in this policy

(73) No Solicitation/Distribution Policy

Visitors have a limited right of access to our facilities and should only be on our property for purposes directly related to their children's education or school business All visitors are to report to the administrative office to sign the visitor's log and to receive a visitor's pass

Employees may not engage in solicitation or in the distribution of literature during working time in working areas. Working time means the period scheduled for the performance of job duties, not including meal times, break times, or other periods when employees are properly not engaged in performing work related duties.

Bulletin boards on employer property are to be used for official purposes only to notify employees about information approved in advance by management Only those management employees designated by New Orleans Military/Maritime Academy, may post material on, or remove material from, official bulletin boards.

(74) Cash Receipts

All cash received from parents or students will be received and accounted for by the teacher or staff member receiving the funds. Teacher assistants may act on behalf of the teacher but the teacher is responsible for funds collected Funds will be turned in to the school collection agent on a daily basis. Numerical teacher's receipt books are provided to assist in classification of the money collected No cash should be left in the facility area(s) of the school overnight

(75) Expense Reimbursement

Employees must have a supervisor, or assistant principal written authorization (by way of a requisition or purchase request document) prior to incurring an expense on behalf of New Orleans Military/Maritime Academy Any commitment made by an employee without prior approval will be considered a personal expense and will not be paid with school funds To be reimbursed for all authorized expenses, an employee must submit to the Finance Office an expense report or voucher accompanied by

receipts The employee's supervisor, assistant principal or fund administrator must sign it and forward to the Principal for approval In order for New Orleans Military/Maritime Academy to keep records and accounting accurate and current, expense reports or vouchers older than three months old may not be honored

Subject to prior approval by the Principal, reimbursement is authorized for employee and Board of Directors' expenses incurred on behalf of NOMMA for
- Food (excluding alcoholic beverages)
- Lodging
- Transportation
- Expenses for the conduct of NOMMA meetings and events

All expense reimbursements are contingent on production of actual receipts and filing appropriate forms. Travel expenses will be reimbursed by payment of actual lodging expenses and actual meal expense within the limits established by the Louisiana State Travel Office Copies of current rates may be obtained through the Finance Office or online with the State of Louisiana

Approved travel arrangements for workshops/conferences should be submitted to the Finance Office, at the latest. 35 days before the date of workshop This is to ensure that all discounted rates are maximized and room availability guaranteed

(76) Teacher and Paraprofessional Certification

All forms related to teaching certificates will continue to be processed and mailed by the Principal/Director of Accountability Instructional staff members are responsible for reporting name changes. certificate extensions, renewals. upgrades and endorsement evaluations to the Principal/Director of Accountability. NOMMA will pay the fees required for certification changes and upgrades

Teachers and Teacher's Assistants registering for the PRAXIS exam must schedule and pay the fees for testing Once the scores are available, they must be presented to the Accountability Director/Principal along with a Request for Reimbursement and expense documentation in order to receive reimbursement for testing expenses. See the Principal in the case of a financial hardship. In these cases payment by the school prior to the test may be authorized

(77) Tuition Assistance and Professional Development

The New Orleans Military/Maritime Academy offers tuition assistance to teachers and teacher assistants who wish to pursue college credits or to continue their college education

Tuition Reimbursement Requests-
All tuition reimbursement requests must originate with the Human Resources Manager The Principal must approve all Tuition Assistance Contracts and requests for tuition assistance In consideration of the tuition assistance payment, the employee

agrees to extend his/her contract for one calendar year. NOMMA agrees to pay for undergraduate courses· $400 per course. $800 per semester and for graduate courses $500 per course; $1000 per semester.

Should the employee fail to extend the contract or to fail to continue services under that contract from one year of the date of payment. any and all tuition paid in the previous one-year period prior to the date of termination of employment shall be returned to NOMMA within 30 calendar days of termination. This amount is considered to be liquidated and stipulated damages and shall be payable without demand The employee further stipulates and agrees that he/she shall be liable for all costs of the proceeding including reasonable attorney's fees if necessary

All undergraduate students must maintain passing averages Graduate students must attain a "C" or better in each course It is mandatory that all employees participating in the Tuition Assistance Program present an authentic transcript to the Human Resources Manager at the end of the qualifying semester. If, at any time, the employee drops. withdraws from, or fails to meet grade requirement. he/she will be responsible for repayment (payable to NOMMA) of the portion paid by NOMMA

NOMMA reserves the right to request repayment of tuition assistance upon premature termination of the agreement

Professional Development and Conference Requests

The Professional Learning Committee and the Principal will approve conference attendance. A Conference Request Form must be completed by the faculty member and signed by the committee chairperson and the principal The reason given for attending the Professional Development must be tied to a School Improvement Plan strategy; Constructed Response, Academic Vocabulary; Literacy Centers, Writers' Workshop, Problem Based Learning. Authoring With Video, Response to Intervention, Portfolios, Family Involvement, and Character Boot Camp/Positive Behavior and Intervention Support

Teachers may attend two in-state conferences per year and one out-of-state conference every two years. For international conferences, teacher will pay airfare and NOMMA will pay for hotel and conference fees Teacher Assistants (TA) may attend one in-state conference per year and one out-of-state conference every two years This only applies to individual-choice conferences. If The Principal sends a teacher or TA to a conference it does not count as a discretionary conference. "Administrative directive" must be written across the top of the request form for those conferences assigned by The Principal so as not to be counted as one of the faculty member's choice conferences

(78) Personal Use of New Orleans Military/Maritime Academy Property

Employees are not allowed to borrow New Orleans Military/Maritime Academy

property for their own personal use In no instance may property be taken from the school premises without prior management approval As a New Orleans Military/Maritime Academy employee, you accept full responsibility for accountability, proper utilization and losses of property assigned to you or under your control. You are responsible for returning the equipment in good condition

(79) Relatives

New Orleans Military/Maritime Academy recognizes that it may employ members of the same family However, one family member may not directly supervise another or process, review, or audit the work of another without written approval from the supervisor of the highest-ranking employee.

(80) Violence in the Workplace Policy Communications

New Orleans Military/Maritime Academy has adopted a policy prohibiting workplace violence Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, and/or coercion, which involve or affect New Orleans Military/Maritime Academy or which occur on New Orleans Military/Maritime Academy property will not be tolerated

Acts or threats of violence include conduct which is sufficiently severe, offensive, or intimidating to alter the employment conditions at New Orleans Military/Maritime Academy, or to create a hostile, abusive, or intimidating work environment for one or several employees Examples of workplace violence include, but are not limited to, the following

1 All threats or acts of violence occurring on New Orleans Military/Maritime Academy's premises, regardless of the relationship between New Orleans Military/Maritime Academy and the parties involved.
2. All threats or acts of violence occurring off New Orleans Military/Maritime Academy's premises involving someone who is acting in the capacity of a representative of New Orleans Military/Maritime Academy

Specific examples of conduct, which may be considered threats or acts of violence. include, but are not limited to, the following

1 Hitting or shoving an individual.

2 Threatening an individual or his/her family, friends, associates, or property with harm

3 Intentional destruction or threatening to destroy New Orleans Military/Maritime Academy's property

4 Making harassing or threatening phone calls

5 Harassing surveillance or stalking (following or watching someone).

6 Unauthorized possession or inappropriate use of firearms or weapons

New Orleans Military/Maritime Academy prohibition against threats and acts of violence applies to all persons involved in New Orleans Military/Maritime Academy's operation, including but not limited to personnel, contract, and temporary workers and anyone else on New Orleans Military/Maritime Academy property. Violations of this policy by any individual on New Orleans Military/Maritime Academy property will lead to disciplinary action, up to and including termination and/or legal action as appropriate

Every employee is encouraged to report incidents of threats or acts of physical violence of which he/she is aware The report should be made to your supervisor, director or assistant principal or principal

(81) Safety

Safety is everybody's business Safety is to be given primary importance in every aspect of planning and performing all New Orleans Military/Maritime Academy activities We want to protect you against injury and illness, as well as minimize the potential loss of production New Orleans Military/Maritime Academy is committed to the safety and health of all employees and recognizes the need to comply with regulations governing injury and accident prevention and employee safety. Maintaining a safe work environment, however, requires the continuous cooperation of all employees

New Orleans Military/Maritime Academy will maintain safety and health practices consistent with the needs of our industry If you are ever in doubt about how to safely perform a job, it is your responsibility to ask your supervisor, or assistant principal for assistance. Any suspected unsafe conditions and all injuries that occur on the job must be reported immediately. Compliance with these safety rules is considered a condition of employment It is the responsibility of each employee to accept and follow established safety regulations and procedures

New Orleans Military/Maritime Academy strongly encourages you to communicate with your supervisor, or assistant principal regarding safety issues.

(82) Parking

All vehicles must have proper identification. i.e. DOD or a serialized NOMMA decal assigned by the NAS/JRB NEW ORLEANS Security Office

You are required to use the parking areas designated for our employees. Courtesy and common sense in parking will help eliminate accidents, personal injuries, damage to your vehicle and to the vehicles of other employees If you should damage another car while parking or leaving, immediately report the incident, along with the license

numbers of both vehicles and any other pertinent information you may have, to your supervisor, or assistant principal

New Orleans Military/Maritime Academy cannot be and is not responsible for any loss, theft or damage to your vehicle or any of its contents

(83) Trash Disposal

Keep sharp objects and dangerous substances out of the trashcan Items that require special handling should be disposed of in approved containers

(84) Cleaning Up

To prevent slips and tripping, clean up spills and pick up debris immediately

(85) Falls

Keep aisles, work places and stairways clean, clear Walk! Don't run! Watch your step!

(86) Falling Objects

Store objects and tools where they will not fall Do not store heavy objects or glass on high shelves.

(87) Work Areas

Keep cabinet doors and file and desk drawers closed when not in use. Remove or pad torn, sharp corners and edges Keep drawers closed. Open only one drawer at a time.

(88) Report Injuries

See Workers' Compensation

(89) Weapons

New Orleans Military/Maritime Academy believes it is important to establish a clear policy that addresses weapons in the workplace Specifically, New Orleans Military/Maritime Academy prohibits all persons who enter school property from carrying a handgun, firearm, knife, or other prohibited weapon of any kind regardless of whether the person is licensed to carry the weapon or not

The only exception to this policy will be police officers, security guards or other persons who have been given written consent by New Orleans Military/Maritime Academy to carry a weapon on the property

Any employee disregarding this policy will be subject to immediate termination

(90) Fire Prevention

Know the location of the fire extinguisher(s) in your area and make sure they are kept clear at all times Notify the Business Manager if an extinguisher is used or if the seal is broken Keep in mind that extinguishers that are rated ABC can be used for paper, wood, or electrical fires Make sure all flammable liquids. such as alcohol, are stored in approved and appropriately labeled safety cans and are not exposed to any ignition source

(91) In Case of Fire

If you are aware of a fire, you should

Immediately contact administration

Locate the nearest fire extinguisher if the fire is small and contained Only a knowledgeable employee should attempt use of fire extinguishers

If the fire is out of control, pull the nearest Fire Alarm Leave the area immediately No attempt should be made to fight the fire.

- Comply with Crisis Management Plan

When the fire department arrives, direct the crew to the fire Do not re enter the building until directed to do so by the fire department.

(92) Emergency Evacuation

If you are advised to evacuate the building, you should.

Stop all work immediately.

Take your roll book. shut your door and proceed with students to nearest exit (including emergency exit doors) Make sure all students are accounted for

-Contact outside emergency response agencies, if needed

Exit quickly. but do not run. Do not stop for personal belongings

In an orderly fashion. proceed to the parking lot closest to the building Be present and accounted for during roll call

Do not re enter the building until instructed to do so

(93) Housekeeping

Neatness and good housekeeping are signs of efficiency You are expected to keep your classroom neat and orderly at all times It is a required safety precaution. If you spill a liquid, clean it up immediately Do not leave. materials, or other objects on the floor that may cause others to trip or fall. Keep aisles, stairways, exits, electrical panels, fire extinguishers, and doorways clear at all times Easily accessible trash receptacles and recycling containers are located throughout the building Please put all litter and recyclable materials in the appropriate receptacles and containers. Always be aware of good health and safety standards, including fire and loss prevention.

Please report anything that needs repairing or replacing to your supervisor, director or assistant principal immediately

(94) Office Safety

Office areas present their own safety hazards Please be sure to:

Only open a single drawer of the file cabinet

Arrange office space to avoid tripping hazards, such as telephone cords or calculator electrical cords

Remember use proper lifting techniques.

(95) Security

Maintaining the security of New Orleans Military/Maritime Academy schools and offices is every employee's responsibility Develop habits that insure security as a matter of course. For example

Always keep cash properly secured. If you are aware that cash is insecurely stored, immediately inform the person responsible

When you leave New Orleans Military/Maritime Academy's premises make sure that all entrances are properly locked and secured.

(96) Smoking

In consideration of the reports of the Surgeon General of the United States and in keeping with New Orleans Military/Maritime Academy's intent to provide a safe and healthy work environment, smoking as well as the use of any tobacco related product is prohibited throughout the work place as well as anywhere else on the New Orleans Military/Maritime Academy grounds at anytime

(97) Government Facility

(98) Pet Policy

Animals in Schools

1 The principal shall approve the instructional purpose for each animal in school, and no animal shall come into a school without the Principal's prior written approval
2 Before introducing any animal(s) into the classroom, the teacher shall ascertain the following.
    - Students and school personnel are not allergic to the animal(s)
    - The animal(s) will present no physical danger to students
    - Students will be instructed in the proper care and handling of the animal(s)
3. Animals shall not be allowed to roam freely in the school.
4 Animals shall be housed in suitable, sanitary. self-contained enclosures appropriate to the size of the animal
5 Teachers will be responsible for ensuring that animal enclosures are kept in sanitary condition
6 Animals shall not be left in schools during holiday periods where practical (exception is fish in tanks), and teachers are responsible for making arrangements for their care
7. Students shall not transport any form of animal life on a school bus.

General Guidelines for Animals in Schools

Animals brought onto school campuses shall be clean and healthy so that the risk of transmitting diseases to students is minimal Children tend to be more susceptible to zoonotic diseases (diseases which can be transferred from animals to man) and parasites than adults as they are less likely to carefully wash hands and are more apt to put their hands in their mouths Animals that children handle should be well groomed and free of internal parasites and disease All animals should also be free of external parasites such as fleas, ticks, and mites to decrease the likelihood of the animal transmitting these vectors to students

Special Conditions for Specific Animals

- Parrots, Parakeets, Budgies. and Cockatiels – can carry zoonotic diseases such as psittacosis and shall not be handled by children in school
- Ferrets – can visit in a classroom but must be handled only by the person responsible for them Children in school shall not handle or hold ferrets due to the animal's propensity to bite when startled
- Reptiles and Amphibians – can carry salmonellosis. even when reared as pets or for display, and they shall not be handled by children in school except under close adult supervision. No turtles with a carapace (shell) length less than four inches are allowed in schools ALWAYS WASH HANDS THOROUGHLY AFTER HANDLING REPTILES AND AMPHIBIANS
- Fish – aquariums are to be cleaned regularly, and disposable gloves should be worn when cleaning Used tank water should be disposed of in sinks that do not supply drinking water for students or staff

Animals Not Allowed in Schools

- Poisonous Animals – spiders, venomous insects, poisonous snakes, reptiles, and lizards shall be prohibited from being brought onto school grounds. Exceptions may be made if these animals are presented at school by

Start-up Procedures For New Schools

hecklist Forms

1. Instruction and Assessment
2. Staffing
3. Admission and Enrollment
4. Student and Parents
5. Legal and Organizational
6. Board of Trustees
7. Finance
8. Operations
9. Equipment
10. Facilities

Start-up Procedures For New Schools

Instruction and Assessment

TASK	Lead Person	Start Date	End Date	Budget Implication	Coordinated Task
Review charter goals and instructional framework					
Develop detailed goals/standard objectives					
Develop instructional program detail					
Select curriculum/projects / Units					
Identify and secure structional materials and technology					
Develop assessment plan					
Review detailed instructional designs and assessment with district					
Develop school calendar and schedule					
Develop Classroom learning environment configuration					

Arrange age/grade/cluster configuration					
Address special needs student issues					
Plan staff orientation and training plan					

Start-up Procedures For New Schools

Staffing

TASK	Lead Person	Start Date	End Date	Budget Implication	Coordinated Task
Develop needs assessment					
Identify options and plan					
Establish employee position list					
Order new hire packets					
Develop personnel policies/prepare employee handbook					
Develop organizational chart and job descriptions					
Develop staff selection process					
Post positions and recruit needed staff					
Paper-screen candidates					
Interview and perform candidate reference checks					
Finalize candidate selections					
Perform criminal background					

checks send to appropriate authority					
Determine employee start date					
Hire					
Recruit contract service providers					
Develop staff orientation plan					
Establish year 1 staff development plan					
Implement immediate priority staff development activities					

Start-up Procedures"For New Schools

Admission and Enrollment

TASK	Lead Person	Start Date	End Date	Budget Implication	Coordinated Task
Prepare enrollment package including all toms					
Establish phone number					
Establish address tor enrollment toms					
Establish web site					
Establish marketing budget					
Develop brochures					
:chedule enrollment Order audio visual equipment for enrollment meetings					

Start-up Procedures"For New Schools

Student and Parents

TASK	Lead Person	Start Date	End Date	Budget Implication	Coordinated Task
Review charter terms					
Develop student and parent policies and handbook					
Develop student information systems					
Develop recruitment and outreach materials					
Implement marketing and outreach plan					
Accept applications for admission					
Monitor diversity and outreach					
Conduct enrollment lottery					
Develop parent participation and volunteer policies'					
Conduct parent and student orientation					
Obtain and review					

Start-up Procedures For New Schools

,. Legal and Organizational

TASK	Lead Person	Start Date	End Date	Budget Implication	Coordinated Task
Plan transition from informal to formal board					
Initiate formal legal structure					
Finalize bylaws					
Develop and file articles of incorporation					
Apply for tax-exemption					
Recruit and orient governing board					
Transition to formal governing board					
Develop board calendar					
Research and secure insurance					
Order *Webster's New Worldand* *Robert's Rules of Order*					

Start-up Procedures For New Schools

6. Board of Directors

TASK	Lead Person	Start Date	End Date	Budget Implication	Coordinated Task
Approve agreements for conuactual sennces					
Approve start-up budget					
Adopt salary schedule					
Adopt bonus plan for faculty					
Approve bids for furniture					
Approve bids for playground					
Approve bids for technology					
Approve enrollment meeting schedule					
Approve costs for marketing					
Approve annual board meeting schedule					
Adopt student calendar					
Adopt student code of conduct					
Approve student dress code/uniform policy					

Start-up Procedures 'For New Schools

/. Finance

TASK	Lead Person	Start Date	End Date	Budget Implication	Coordinated Task
Establish interim fiscal system					
Develop planning budget					
Order State accounting manual					
Establish State accounting contact					
State accounting forms					
Pupil accounting format					
Grant Application - onsolidated					
E-Rate Grate					
Federal School Lunch Program					
Assess fiscal management actions					
Establish budget development and oversight system					
Establish accounting system					
Develop internal controls and fiscal policies					
Establish payroll system					
Determine pension provider					
Establish staff enefits					

Prepare bonus plan					
Establish salary hedule					
Develop and monitor cash flow clan					
Establish banking arrangements					
Develop audit scope and bid					
Establish fiscal lineages with district and state					
Develop long-term fiscal plans					

Start-up Procedures for New Schools

,. Operations

TASK	Lead Person	Start Date	End Date	'Budget Implication	Coordinated Task
Install accounting system					
Training for accounting system					
Establish credit for office supply vendor					
School copy machinery lease					
Develop and initiate fundraising plans					
Establish ntitlement ata collection and reporting process Arrange Rtl/ Special Education services					
Arrange for nursing services					
Arrange for before and after school services					
Establish food services					
Establish transportation services					

9. Equipment

TASK	Lead Person	Start Date	End Date	Budget Implication	Coordinated Task
Order classroom equipment and computers					
Order office equipment and computers					
Order playground equipment					
Order textbooks and other curricular materials					
Order consumables					
rder telephones					
Order tutorial programs					

Start-up Procedures' For New Schools *Start-up Checklist*

10. Facilities

TASK	Lead Person	Start Date	'End Date	Budget Implication	Coordinated Task
Pass code, fire and safety inspections					
Health inspection					
Certificate of Occupancy					
Playground					
Satellite kitchen					
Utilities electric, gas/oil, water/sewer					
Building services trash, cleaning, local electrician, local plumber, HVAC contractor locksmith					
Perform renovation, repairs and construction					
Interior decoration, create organized, attractive conducive learning environment					
Install phone lines/establish numbers work with Admissions & Enrollment Coordinator					

Install T1 line					
Install technology					
Purchase and move In furnish					
Arrange Classrooms instructional and work spaces					
Secure property insurance and establish Security policies					
Prepare long-term facilities plan					

HELPFUL GUIDELINES FOR SCHOOL ATTENDANCE

Keeping students healthy can be a major effort for both school personnel and parents. Here are some guidelines to consider when deciding whether your student should attend school.

1. **FEVER** is a sign of illness or infection. If your student has a temperature of 100 degrees or above, he/she should remain at home. Studentren must be fever free for 24 hours without fever medication before returning to school.

2. **VOMITING** and **DIARRHEA** are often contagious. Your student should be watched closely for dehydration and/or bloody stools. Studentren must be free of diarrhea and vomiting for 24 hours before returning to school.

3. Studentren often have runny noses and coughs during the cold and allergy seasons. These should be watched carefully. **Your student should remain at home if he/she is too uncomfortable to benefit from instruction, has a frequent cough and/or thick, discolored nasal discharge.** If these symptoms persist, a doctor should be consulted.

4. **ASTHMA** is a chronic inflammatory lung disease characterized by recurrent attacks of breathing problems. Keep your studentren at home and seek medical advice when they have fever, signs of infection, wheezing which continues to increase one hour after medicine is taken, they are too weak/tired to take part in routine daily activities or breathing is labored, irregular or rapid.

5. **RINGWORM** is a fungal infection of the skin and may be spread from one student to the other. The student must be seen by a doctor and be on medication for 24 hours before returning to school. A note from the doctor is required before being admitted to class. ALL INFECTED AREAS MUST BE COVERED.

6. **RASHES** vary widely, both in appearance and severity. A doctor should be consulted if a rash accompanies an illness, if the rash covers a large portion of the body, if the rash is spreading, or if the student is too uncomfortable (itching, pain). If it is necessary to consult a doctor, a letter is required when returning to school.

7. **SORES** may be caused by a bacterial skin infection. These often begin around the nose and mouth but may appear at the site of a minor injury and then spread to normal skin near by. This type of infection is contagious and may cause serious problems for the infected student. A doctor's note is required when returning to school and the student must have been on prescribed medication for 24 hours.

8. **PINKEYE** is another common condition seen in schools. It is contagious and must be treated with a medication prescribed by a doctor. Symptoms include redness itching, swelling, drainage and excessive matter medication prescribed by a doctor. Symptoms include redness itching, swelling, drainage and excessive matter upon awakening in the morning. (Eyelids may he "stuck" together). DO NOT SEND STUDENT TO SCHOOL WITH THESE SYMPTOMS. Students may return to school after being on medication for 24 hours and if symptoms have disappeared. A note stating the name of the medication used is required.

9. **HEAD LICE** is often a problem. / Any student can get head lice, but it is treatable with time and patience. The Military/Maritime Academy follows the "NIT FREE" policy. This means a student must be clear of lice and/or eggs before returning to school. Parents are asked to bring student to school where he/she can be checked in their presence, by school personnel before being admitted. A doctor's note stipulating the student is "NIT FREE" can also be submitted.

Thank you for helping us keep your students healthy.

Policy on Medications in Schools

The Military/Maritime Academy will enforce vigorously the policy on medication. The policies state:

- As a general principle, medication should not be given at school
- Children should not be allowed to have any medication in their possession on the school grounds. Faculty and staff have the right to take the medication from the child and contact the parent for appropriate information
- Dosage of antibiotics and other short-term medication, including non-prescription medication, should be adjusted so that none will be administered at school
- Possible exceptions to the general policy:
  - Medication for behavior modification
  - Insect sting allergy – Must have a note from the physician with specific instructions
  - Anticonvulsive medication (i.e., Dilantin, Phenobarbital)
  - Medication for asthmatic conditions

Certain health conditions may be severe enough to require a student to administer his/her own medication because treatment cannot be delayed. These students are allowed to carry their medications with them at all times. These conditions are, but not limited to, severe asthma and severe anaphylactic allergic reactions. The physician must document the severity of student's condition. The student must demonstrate competency in self-administration of medication. The school nurse will determine if it is safe and appropriate for student to self medicate.

I. WRITTEN ORDERS, APPROPRIATE CONTAINERS, LABELS AND INFORMATION

A. Medication shall not be administered to any student without an order from a Louisiana licensed physician or dentist and it shall include the following information:

1. The student's name
2. The name and signature of the physician/dentist
3. Physician/dentist's business address, office phone number and emergency phone numbers.
4. The frequency and time of the medication.
5. The route and dosage of the medication.
6. A written statement of the desired effects and the child's specific potential adverse effects

B. Medication shall be provided to the school by the parent or guardian in the container that meets acceptable pharmaceutical standards and shall include the following information:

1. Name of pharmacy
2. Address and telephone number of pharmacy
3. Prescription number
4. Date dispensed
5. Name of student
6. Clear direction for use, including the route, frequency, and other as indicated
7. Drug name and strength

8. Last name and initial of pharmacist
9. Cautionary auxiliary labels, if applicable
10. Physician of dentist's name

II. ADMINISTRATION OF MEDICATION: GENERAL PROVISIONS

A. During the period when the medication is administered, the person administering medication shall be relieved of all other duties. This requirement does not include the observation period required in Section II. E.

B. Except in life threatening situation, trained unlicensed school employees may not administer injectable medications.

C. All medications shall be stored in a secured locked area or locked drawer with limited access except by authorized personnel.

D. Unlicensed personnel shall administer only oral, inhalant, topical *ointment for diaper rash, and emergency medications at school.*

E. Each student shall be observed by a school employee for a period of 45 minutes following the administration of medication. This observation may occur during instruction time.

F. School medication orders shall be limited to medication that cannot be administered before or after school hours.

III. PRINCIPAL

A. The principal shall designate at least two employees to receive training and administer medications.

VI. TEACHER

A. The classroom teacher who is not otherwise previously contractually required shall not be assigned to administer medications to students.

B. A teacher may request in writing to volunteer to administer medications to his/her own students. The administration of medications shall not be a condition of employment of teachers.

V. SCHOOL NURSE

A. The school nurse, in collaboration with the principal, shall supervise the implementation of the school policies for the administration of medications in *school to insure safety, health and welfare of students.*

B. The school nurse shall be responsible for the training of non-medical personnel who have been designated by the principal to administer

medications. The training shall be at least six hours and include but not limited to the following provisions.

1. Proper procedures for administration of medications including controlled substances
2. Storage and disposal of medications
3. Appropriate and correct record keeping
4. Appropriate actions when unusual circumstances or medication reactions occur
5. Appropriate use of resources

VI. PARENT/GUARDIAN

A. The parent/guardian who wishes medication administered to his/her student shall provide the following:

1. A letter of request and authorization that contains the following information:
   a. Name of student
   b. Clear instructions
   c. Rx Number, if any
   d. Current date
   e. Name, dosage, frequency and rote of medication
   f. Name of physician or dentist
   g. Printed name and signature of parent or guardian
   h. Statement granting or withholding release of medical information
2. Written orders for all medications to be given at school, including annual renewals at the beginning of the school year
3. A prescription for all medications to be administered at school, including medications that might ordinarily be available over the counter
4. A list of all medications that the student is currently receiving at home and school, if that listing is not a violation of confidentiality or contrary to the request of the parent/guardian of student
5. A list of names and telephone numbers of persons to be notified in case of medication emergency in addition to the parent/guardian and licensed prescriber
6. Arrangements for the safe delivery of the medication to and from school in the original labeled container as dispensed by the pharmacist, shall be delivered by the responsible adult
7. Unit doses packaging shall be used whenever possible

B. All aerosol medications shall be delivered to the school in pre-measured dosages.

C. No more than a 35 school day supply of medication shall be kept at school

D. The initial dose of a medication shall be administered by the student's parent/guardian outside the school jurisdiction with sufficient time for observation for adverse reactions

E. The parent/guardian shall also work with those personnel designated to administer medication as follows:

1. Cooperate in counting the medication with the designated school personnel who receives it and sign a drug receipt form
2. Cooperate with school staff to provide for safe, appropriate administration of medications to students, such as positioning, and suggestions of liquids or foods to be given with the medication
3. Assist in the development of the emergency plan for each student
4. Comply with written and verbal communication regarding school policies
5. Grant permission for school nurse/physician consultation

F. Contact school nurse and parent if student refuses medication. Document

G. If a student vomits after taking medication, you report to nurse:

1. Student's name and age
2. Medicine and dosage
3. Time interval after medication was taken.

VII. STUDENT CONFIDENTIALITY

A. All student information shall be kept confidential

VII. PROCEDURES FOR HANDLING MEDICATION

A. Accepting Medication

1. The parent, or his/her designated adult, is held responsible for delivering medication to the school employee designated to receive it.
2. In the presence of the parent or adult who delivered the medication, the unlicensed trained school employee specifically designated to receive the medication for the student verifies the label with the order on file. Both the employee and the parent/adult count the number of tablets received and sign the medication log to document the amount, date and time of delivery.

B. Storage of Medication

1. Medications shall be stored in a locked space reserved for medication and refrigerated when appropriate
2. Access to all stored medications shall be limited to persons authorized to administer medications
3. The school shall maintain a current list of persons authorized to receive and administer medications
4. Medications shall be stored in their original containers in a manner that assures security and efficacy
5. Not more than a 35 school day supply of medication for the student may be kept at school
6. Storage of medications for students who are to self-medicate should be in compliance with the school policy for a Drug Free School Zone whenever possible

C. Stolen Medication

1. Notify the school administrator and fellow established procedures for missing property on school grounds.
2. Notify school nurse
3. Notify police if appropriate
4. Notify the parents to replace the drugs
5. Complete a school incident report and place in the appropriate file

D. Medication Administration Plan for Field Trips

1. Medication should be administered to students on field trips only when absolutely necessary
   a. Unlicensed trained school employees may administer medication to a student while on a field trip in accordance with the student's medication administration plan.
   b. Medication administered during field trips requires all the documentation and conditions that any other medication at school requires.
   c. If it is impossible to have a trained unlicensed school employee accompany the students and if the nurse determines the student should receive medication during the hours while away from school, the following guidelines should be followed:

   1. Person trained in administering medication will be responsible for the following:
      a. Checking with the school nurse to determine if medication must be given during the field trip
      b. Untrained person to administer medication during field trip will be determined by school principal
      c. The trained person, along with the untrained person, will review the doctor's orders, check the medication label, and place the individual dose in the properly labeled Zip-Lock bag or envelope that can be sealed. Label should include:
         i. Name of student
         ii. Name of medication
         iii. Dosage of medication
         iv. Time of administration
         v. Route of administration
         vi. Any possible adverse reactions
         vii. Emergency numbers

      d. Storage of medication while on field trip: Medication must be kept in a safe place and is the responsibility of the appointed person. No other person should have access to medication.
   d. Documentation should follow guidelines including: Name, time, medication, dose, route, date, person, administering the medication, observations of desired and adverse effects

or unusual occurrences, document it was given while on field trip.

E. Disposal of unused, contaminated, discontinued or out-of-date medication should be destroyed one week after the expiration date or at the end of the school year, following notification of the parent.

1. If not retrieved by a parent or responsible adult, all medication should be destroyed one week after the expiration date or at the end of the school year, following notification of the parent

2. Unused and unclaimed medication, including controlled substances, should be disposed of by:

   a. Flushing in the commode in the presence of at least one witness
   b. Removing and destroying the label

   c. Disposal of sharps (needles, lancets) in a puncture proof container. The school nurse will be responsible for disposing of sharp container.

IX. MEDICATION ADMINISTRATION PLAN FOR RESPONDING TO ERRORS IN MEDICATION

A. A medication error includes any failure to administer medication as prescribed for a particular student, including:

1. Failure to administer medication
2. Failure to administer the right medication
3. Failure to administer the right medication to the right student
4. Failure to administer the medication within appropriate time frames (unless otherwise specified, the acceptable time is 30 minutes before or after specified time)
5. Failure to administer the right medication in correct dosage
6. Failure to administer the right medication by the correct route in accordance with accepted practice

B. When an error is made to appropriate school employee shall:

1. Notify the school nurse and the principal and follow the written plan for the individual student for immediate notification of the parent/guardian (document every effort to reach the parent)
2. The registered nurse shall notify the prescriber of the medication incident.

Minimum Immunization Requirements for School Children

To assist school officials in determining the immunization needs of children entering school for the first time, the following are recommended by the Health Department:

DTP	at least four (4) doses, the latest after the fourth (4th) birthday.
Polio	at least three (3) doses, the latest after the fourth (4th) birthday.
MMR	two (2) doses, the latest due prior to school entry, at 4-6 years of age.
HEP-B (HBV)	at least three (3) doses before entering school.
HIB	at least one (1) dose after the first (1st) birthday.
Varicella	one dose of vaccine or history of having had chickenpox.

Children who have not received all of the immunizations required by law may be admitted to school if their immunization programs are in progress. It will be the joint responsibility of the health team and the schools to follow these children to assure completion either at the Health Dept. or by a private physician.

If a child has a problem requiring special attention or modification of his school program, arrangements should be made with the parent's consent to transmit this information to the teacher or school principal.

Any special situation such as contraindication to immunization for medical or religious reason may be noted under "Remarks" on the Student Health Form for School Registration.

HUB International Gulf South Limited

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August 21, 2009

Yvette Le Maire
Ebbert ad Associates
643 Magazine Street Suite 403
New Orleans, LA 70130

Re· New Orleans Militray Maritime academy

Dear Ms. Yvette Le Maire

Per your request, the information below is an indication of the current premium costs to comply with the Charter School Insurance requirements you provided to me.

1 Workers Compensation insurance with a Professional and Clerical Payroll of $583,000 would cost $ 3,100 per year with Employers Liability limits of 1,000,000 each accident, $1,000,000 disease per employee and 1,000,000 disease policy limit.

2. Commercial General Liability including Sexual Abuse and Hired & Non Auto Liability with limits of $1,000,000/$2,000,000 would cost $ 1,350 per year based on 100 students

3 Property Insurance for buildings and contents would cost 1.05% per year, based on value

4 Errors & omissions Insurance with $2,000,000 limits would cost $ 1,100 per year.

Please see keep in mind that this indication is based on current rates and is subject to change.

Regards,
HUB International Gulf South Limited

Michael Pieri
Vice President

SAFETY

The safety of our employees and our students is paramount in the execution of our daily responsibility of providing a superior education NEW ORLEANS MILITARY/MARITIME ACADEMY is devoted to provide an environment that is safe in every way and that all state and federal statutes are complied with fully Some specific items addressing safety issues are discussed below:

A Violence in the Workplace Policy

New Orleans Military/Maritime Academy has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, and/or coercion, which involve or affect New Orleans Military/Maritime Academy or which occur on New Orleans Military/Maritime Academy property will not be tolerated

Acts or threats of violence include conduct which is sufficiently severe, offensive, or intimidating to alter the employment conditions at New Orleans Military/Maritime Academy, or to create a hostile, abusive, or intimidating work environment for one or several employees Examples of workplace violence include, but are not limited to, the following

1 All threats or acts of violence occurring on New Orleans Military/Maritime Academy's premises, regardless of the relationship between New Orleans Military/Maritime Academy and the parties involved

2 All threats or acts of violence occurring off New Orleans Military/Maritime Academy's premises involving someone who is acting in the capacity of a representative of New Orleans Military/Maritime Academy.

3. Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following

a Hitting or shoving an individual.

b Threatening an individual or his/her family, friends, associates, or property with harm

c Intentional destruction or threatening to destroy New Orleans Military/Maritime Academy's property

d Making harassing or threatening phone calls

e. Harassing surveillance or stalking (following or watching someone)

f Unauthorized possession or inappropriate use of firearms or weapons

New Orleans Military/Maritime Academy prohibition against threats and acts of violence applies to all persons involved in New Orleans Military/Maritime Academy's operation, including but not limited to personnel, contract, and temporary workers and anyone else on New Orleans Military/Maritime Academy property Violations of this policy by any individual on New Orleans Military/Maritime Academy property will lead to disciplinary action, up to and including termination and/or legal action as appropriate.

Every employee is encouraged to report incidents of threats or acts of physical violence of which he/she is aware. The report should be made to your supervisor, director or assistant principal or principal

B. Weapons

New Orleans Military/Maritime Academy believes it is important to establish a clear policy that addresses weapons in the workplace. Specifically, New Orleans Military/Maritime Academy prohibits all persons who enter school property from carrying a handgun, firearm, knife, or other prohibited weapon of any kind regardless of whether the person is licensed to carry the weapon or not.

The only exception to this policy will be police officers, security guards or other persons who have been given written consent by New Orleans Military/Maritime Academy to carry a weapon on the property

Any employee disregarding this policy will be subject to immediate termination.

C. Security

New Orleans Military/Maritime Academy will be armed with a fully active and maintained perimeter and interior security system. The school will be monitored from a remote location twenty-four hours per day, seven days a week, with actions reported to a security manager, school administrator such as but not limited to a school principal, assistant principal, head custodian, or assistant head custodian The security devices employed will be activated daily by one of the mentioned charter school employees at the end of each business day, after it is determined the building is clear of any personnel, student or worker. The building security system will employ video recording of strategic locations on school and surrounding grounds. Motion detectors within the school building, door monitors, and audio alarms announcing disturbance of any entry doors, windows, or other access points deemed exploitable will also be utilized

In addition to building security, the New Orleans Military/Maritime Academy

shall provide, through a contract with the Recovery School District (RSD), on a daily basis, at least one school security counselor during normal school hours Security counselors, under the direction and supervision of the RSD Security Manager, shall be properly screened, hired, trained and evaluated Each security counselor will first be required to pass a background evaluation, as provided by state law. Then counselors will be hired under the strictest of guidelines, taking into consideration past experience in security, previous security training, ability to complete security training provided by the association, and experience working in a school environment. Training for counselors will be multi-tiered exposing counselors to the latest techniques concerning school safety, conflict resolution, oral-written communication, and reporting of school incidents. The evaluation process, implemented by the security manager will consist of daily and constant evaluation of security personnel along with the monitoring of school incidents involving students, faculty, and administrators

Security staff members will receive training developed and given to the charter school positive behavioral support staff. This training will support the actions and measures taken by positive behavioral staff members and administrators in the school. Counselors will follow a set operations manual developed by the security manager directing how each counselor is expected to conduct himself/herself. Sanctions for inappropriate behavior by counselors will be listed in said operations orders and strictly adhered to

A copy of the Recovery School District Emergency Procedures Manual is attached

Crisis Management and Response Plan

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Definition of Terms

Crisis: A crisis is defined as a critical situation that is generally not anticipated and creates an emotional impact on those involved It has the potential of changing a person's life and affects a significant segment of the school population It is not the situation itself but how people feel and react to it or the psychological reaction to the threat that makes it a crisis During a crisis, an overwhelming intensity of emotions (fear, anger, sadness) may interfere with the ability to think clearly and make sound decisions Cognitive skills may be diminished

Emergency: An emergency is any unplanned event that can cause deaths or significant injuries to students, employees, the public, or that can shut down or disrupt operations, cause physical or environmental damage or threaten the facility's financial standing or public image Numerous events can be defined as emergencies, including fire, hazardous materials incident, flood or flash flood, hurricane, tornado, earthquake, communications failure, radiological accident, civil disturbance, explosion. discharge of a firearm

Evacuation: Evacuation is the orderly physical removal of all persons from the facility There are two types of evacuation Evacuation (Outside of the Building) and Evacuation (Centralized Location)

Sheltering: Sheltering is defined as the process of moving people into pre-designed protected areas Sheltering is conducted in response to tornados and severe storms

Sheltering-in-place: Sheltering-in-place is moving people into the building and isolating the building environment from the outside by shutting down air handling **(HVAC)**, water, and electrical systems as required Sheltering-in-place is conducted in response to hazardous material incidents

Lock-Down: Lock-down is securing students, staff, and visitors in locked classrooms Persons in hallways or outside areas should be ushered into the nearest classroom and the door physically locked Lock-down is initiated in the event of an armed intruder. random acts of violence, and hostage situations, until it is safe to initiate evacuation

Crisis Response Team (CRT): The Crisis Response Team consists of the Principal, Assistant Principals, Business Manager, Guidance Counselors, Nurses and Administrative Assistants These individuals will take on key roles, as noted in this plan, in the management of an emergency

Emergency Management: Emergency management is the process of preparing for. mitigating, responding to and recovering from an emergency Emergency management includes planning, training. conducting drills, testing equipment, and coordinating activities with community resources

Principal: Person in charge of the situation, personnel. and resources In his/her absence that responsibility will devolve in the following order Assistant Principal of Student Affairs, Business Manager, Assistant Principals of Curriculum and Instruction (Note Subordinate positions also devolve) The Principal is responsible for the initial determination of an emergency. evacuation or lockdown, and decisions during and after the emergency In certain emergencies, such as hostage-taking or shooting, incident command is ceded to law enforcement personnel once they arrive, and the Principal will coordinate activities with law enforcement personnel

Searchers: Staff responsible for checking that all occupants have evacuated the school building

Acronyms

CRT: Crisis Response Team
HVAC: Heating, Ventilation. and Air Conditioning
EMS: Emergency Medical Services

Rationale/ Purpose

School violence and safety are national concerns It is essential that communities, businesses, parents, and students work together to develop and implement a disciplined program to create an environment where learning can take place

Creating safe and orderly schools requires commitment and community involvement It is with this realization that this Crisis Management Plan is promulgated The goal of this plan is to increase the security of our staff and students in our school while mapping out the necessary procedures to maintain order in a time of crisis Specific roles and procedures to maintain order in a time of crisis Specific roles and procedures are designed to minimize loss and damage and loss This plan aims at restoring our schools to their normal functioning level as soon as possible after a crisis, while providing necessary support to staff and students for post-crisis trauma and emotional stress

Our plan includes a predetermined plan of action to respond to specific emergencies or disasters, the plan training necessary for staff and students to respond effectively in a crisis, and the protocols and forms necessary to properly document our emergency response

The purpose of the Crisis Management Plan is to use preparedness to:

- Help the school fulfill a moral responsibility to protect students, employees, the community and the environment.
- Facilitate compliance with regulatory requirements of Federal, State, and local agencies
- Enhance the school's ability to recover from damages to equipment or school interruptions
- Reduce the exposure to civil or criminal liability in the event of an incident
- Enhance the school's credibility with students. employees, parents and the community

Facility Emergency Resources

The Principal will review the status of the school's emergency resources on a monthly basis

Emergency Supplies:
An emergency kit shall be located in the nurse's office and will contain the following supplies necessary to support an emergency

- AM/FM radio and batteries
- Four flashlights and batteries
- Box of plastic trash bags
- Toilet paper
- Box of paper cups
- First aid kit containing Aspirin and Aspirin substitute, safety pins, cotton balls, gauze bandages. ace bandages, splints, hydrogen peroxide, burn salve, scissors, tweezers, matches, safety razor blade. isopropyl alcohol, antiseptic spray
- Manual can opener
- Tool kit containing screw driver, pliers, adjustable wrench, crow bar, utility knife
- Soap and disinfectant
- Bottled water
- Blankets
- Paper, pen, marker, tape

Communication Systems

- Telephone in all classrooms and offices
- Intercom in all classrooms, offices, common areas, and outside
- Cellular telephone in Principal's office
- Bull Horn

Safety Systems

- Sprinkler systems throughout facility
- Smoke detectors in all rooms and halls
- Fire extinguishers throughout building
- Emergency lighting in hallways
- Lighted exit signs for all exits
- Emergency power source for computer system
- Emergency egress charts in all classrooms

List of Off-Site Emergency Contacts (maintained in the Principal's office) With Phone Numbers:

- Chairman, NOMMA Board of Directors
- Vice-chairman, NOMMA Board of Directors

- Base Executive Officer

- Base Security
- Base Fire Department
- Emergency Medical
- Evacuation Relocation Sites

Emergency Evacuation Relocation Site:
The Principal is responsible for identifying two locations (one interior, one exterior) to which students and staff can evacuate in an emergency situation These sites should, if feasible, be within walking distance The Principal will coordinate an emergency plan with the primary contact(s) of the relocation site(s), discussing how entry would be gained if necessary All members of the CRT should have the following information

- Interior Evacuation Site
- Primary Contact
- Address
- Cross Streets
- Telephone Number
- Operating Hours
- Exterior Evacuation Site

General Duties and Responsibilities

Crisis Response Team: The CRT is the team responsible for overall activities It controls all incident-related activities. The Principal heads the CRT The Principal is in command and controls all aspects of an emergency/crisis Other CRT members support the Principal by allocating resources and by interfacing with school members, the community. outside response organizations, and regulatory agencies

Chain of Command: In the event of an emergency/crisis, the Principal shall declare an emergency situation and institute appropriate response actions In the event that the Principal is not on site or is unavailable, the next person on the chain of command list shall assume the responsibilities of the Principal

The Principal: The Principal is responsible for all activities and situations occurring at the facility The Principal is the emergency coordinator for the facility and is responsible for identifying and emergency situation and determining the course of action to be taken The Principal will issue operational status levels and emergency warning alerts (codes) and instructions for all employees and students to follow, as well as perform the required notifications per the emergency procedures delineated in this manual Specifically, the Principal will, as necessary, perform the following actions

- √ Assess the Situation
- √ Contact the correct emergency response team (i.e Security, Fire, Medical Emergency)
- √ Convene the CRT
- √ Call the Chairman of the Board and CO of the base as appropriate
- √ Announce operational status and codes (depending on the incident)
- √ Communicate status of crisis to all staff
- √ Coordinate any dismissal or evacuation procedures with Business Manager (Supervisor of Student Transportation)
- √ Ensure First-Aide until Emergency Medical Services arrive
- √ Act as media spokesperson until the NOMMA Pubic Affairs Committee Chairperson or Chairman of the Board of Directors arrives
- √ Coordinate with the NOMMA Public Affairs Committee Chairperson to prepare a statement for the media
- √ Coordinate crisis follow-up, including all documentation
- √ Insure post-crisis debriefing, counseling and recovery
- √ Evaluates CRT

The Assistant Principal for Student Affairs:

- √ Assume role of the Principal in the absence of the principal
- √ Plan and coordinate staff training
- √ Develop and implement drill schedule
- √ In role of Safe and Drug Free Schools coordinator
    - Implement a curriculum in violence prevention for grades K-8
    - Provide staff development

- √ Assign Searchers for each wing of the facility (Library/Administration, 1st Floor Education, 2nd Floor Education, 8th Grade and Special. Gymnasium/Cafeteria)
- √ According to the crisis/emergency, perform the following actions as necessary and when directed by the Principal
    - Restrict movement in the building
    - Account for staff and students
    - Assist in sheltering/evacuation of students and staff
- √ In the event of injury or death, formulate lists and ascertain hospital to which injured are being transported
- √ Maintain constant communication with Principal
- √ Maintain crisis response documentation file

The Business Manager:

- √ Assume role of Principal as indicated in the chain of command
- √ Prepare a transportation plan for evacuation
- √ Coordinate evacuation procedures that involve bus transportation
- √ According to the crisis/emergency, perform the following actions as necessary and when directed by the Principal
    - Restrict movement in the building
    - Account for staff and students
    - Assist in sheltering/evacuation of students and staff
- √ In the event of injury or death, formulate lists and ascertain hospital to which injured are being transported
- √ Maintain constant communication with the Principal

The Assistant Principals for Curriculum and Instruction:

- √ Assume role of Principal as indicated in the chain of command
- √ Coordinate evacuation procedures that involve bus transportation
- √ According to the crisis/emergency, perform the following actions as necessary and when directed by the Principal
    - Restrict movement in the building
    - Account for staff and students
    - Assist in sheltering/evacuation of students and staff
- √ In the event of injury or death. formulate lists and ascertain hospital to which injured are being transported
- √ Maintain constant communication with the Principal

The Administrative Assistants:

- √ Follow all directions of the Principal
- √ Maintain a list of all staff and students and schedules to be used as a resource during an incident (maintained in a separate folder in a plastic bag in case of evacuation)
- √ Record time of a Bomb Threat and read List of specific questions

- √ Respond to callers after school incident with pre-determined factual statements and refer caller(s) to media spokesperson Record the name of the caller and the time of the inquiry
- √ Collect all crisis response documentation for delivery to the Assistant Principal for Student Affairs
- √ As requested by the Principal, contact the appropriate emergency response team, etc

Searchers:

- √ Upon notification of an evacuation begin assisting with the orderly evacuation of occupants
- √ Conduct thorough search of assigned areas when occupants have evacuated, report findings to the Principal
- √ Assist the Principal as necessary

The Guidance Counselor:

- √ Report to scene and control panic situations when directed by the IC
- √ Contact contractual professional counselors as needed
- √ Formulate counseling schedule
- √ Disseminate counseling schedule to staff, students, and parents
- √ Counsel parents and students
- √ Continue counseling process at school following the incident

The School Nurse:

- √ Inventory school first-aid supplies regularly
- √ Maintain emergency kit
- √ When directed by the IC report to an injury scene and direct triage efforts until the arrival of EMS personnel
- √ Accompany injured to the hospital
- √ Update medical status to the families
- √ Completes appropriate crisis response documentation

Staff/Teachers: Staff/Teachers are responsible for notifying the principal of emergency situations as they become aware of them Upon notification of an emergency/crisis, the staff and teachers shall follow the emergency procedures as outlined in this plan or any verbal instructions issued by the IC The staff/teachers are responsible for the safety of the children under their supervision and should maintain strict accountability

Parent/Guardians: Parents/Guardians are responsible for notifying the school of any medical information required for the proper care of their children Parents/Guardians are also responsible for allowing the school staff to properly care for their children in the event of an emergency Parents/Guardians may not by-pass accountability procedures or hinder the responsibilities of the staff/teachers or Principal in implementing the established emergency procedures for the situation

Pre-Crisis Management

Training and Certification: School staff and teachers shall receive training in basic first aid, CPR,HIV/AIDS Universal Precaution procedures and receive annual training in OSHA Bloodborne Pathogens, as well as the emergency response plan and procedures for the school In addition, all staff shall receive annual training in the use of portable fire extinguishers

The following training will be conducted annually for all staff

- Drill procedures (Fire, Tornado, Evacuation, Lock-down)
- Crisis Prevention Training
- Specific Incident Training (each incident delineated in the *Specific Procedures* section of this manual

Additionally bus drivers and monitors will receive bus incident training

Crisis Prevention Procedures: The following day-to-day procedures shall be implemented to minimize the likelihood of a crisis/emergency situation and facilitate expeditious reaction in the unfortunate event an emergency/crisis does develop

- Access to school and occupants shall be controlled and limited Visitors shall Check-in at the office and receive highly visible identification to display while on campus Visitor sign-in and passes will be strictly enforced
- Signs will be posted directing visitors to the office
- All staff will direct anyone not wearing a visitor pass to the office and alert the office of unfamiliar persons on campus
- Two-way communication shall be available for administrators
- The school shall be equipped with a battery-operated radio and a constant supply of fresh batteries WWL Radio 870 AM is the official station for emergencies
- **The announcement, "Code Red. Lock down all classrooms", over the school intercom will be the signal to clear students from the hallway and grounds into the nearest classroom and lock down all classrooms. The signal should be known to all students and staff.**
- Signals for fire and tornado drills will be known by all staff and students
- The school blueprints shall be readily available for emergency personnel
- The school staff will have the ability to readily and easily retrieve student and staff emergency information
- An emergency transportation plan shall be developed
- The alarm system shall be checked periodically
- Fire extinguishers shall be inspected regularly.
- The phone system will work without electricity
- The policy of clear or mesh book bags will be enforced
- All outside doors, except the main entrance door, will be locked at all times during and after school hours
- Student locker areas will be monitored between every class change
- *Teachers must stand outside the classrooms during class changes*
- Counselors must spend counseling time with targeted problem students
- Counselors, teachers, and administrators will communicate with troubled

student's parents, professional counselors, and/or physicians

- School rules will be emphasized Students will know what is expected of them
- All rumors of illegal activities or impending violence will be investigated
- Bus monitors will ride on all school buses
- All staff and students will display a picture ID
- NOMMA will practice four forms of emergency drills in accordance with procedures found in this manual Fire Drill, Tornado Drill, Evacuation Drill, and Lockdown Drill
- Equipment/maintenance rooms and control panels will be secured with locks at all times
- Parking designations will be strictly enforced
- "No Parking" areas will be strictly enforced
- Lists of chemical and hazardous materials in various labs and custodial areas shall be updated regularly and a back-up copy made for the school office
- A buddy system shall be developed among teachers to care for and account for each other's students in an emergency
- Absences shall be entered into the data base so attendance information can be retrieved immediately in an emergency

Increased Readiness Operational Status

The following guidelines will enhance the ability of the CRT to quickly and efficiently respond to. control and recover from any emergency/crisis that may occur

The five stages of increased operational status notification system are

Condition		Description	Response Actions
Level V	Situation Normal	Indicates that all systems and situations are normal	Continue with normal operations
Level IV	Increased Awareness	Indicates that threat vulnerability season begun. This may be hurricane season, onset of dry season, or increased civil unrest or international tensions	All personnel will review the Crisis Management Plan
Level III	Threat Possible	Indicates that conditions are right to present a threat, i.e . severe weather watch, drought causing grass fire a threat, civil unrest in the area	Protective measures will be instituted The CRT will become operational
Level II	Threat Approaching	Indicates that a severe weather warning has been issued, there are grass fires in the area. severe weather is expected, a bomb threat has been received, etc	Protective measures will be instituted The CRT will become operational
Level I	Threat Imminent	Indicates that an event expected to cause loss of property or life is in progress; the tornado or hurricane has hit, a fire has started, flooding is in progress, a bomb has exploded. an intruder with a gun is on campus. etc	All personnel will take protective actions identified in the Crisis Management Plan and as directed by the Principal

General Evacuation Procedures

The decision to evacuate the school building will be made by the Principal An evacuation will be announced for the following situations

- Fire alarm or sprinkler activities
- Smoke is observed in the building
- Noxious or toxic fumes observed in the building
- Bomb threat
- Post natural disaster, hurricane tornado. severe storms, rendering the building unsafe
- Fire department, Security Department, Base Commander directing an evacuation
- Any reason for school security

When a decision is made to evacuate the school building, the fire alarm will sound. As an alternate method of notification the Principal will announce on the intercom that all persons are to evacuate to their assigned assembly area and wait for further instructions The Principal will notify appropriate personnel

Evacuation by class: Teachers/Teaching Assistants Using primary or secondary evacuation routes from your classroom move students to the designed assembly area

- ✓ Teachers must bring their roll book during an evacuation
- ✓ Turn out lights and close classroom doors
- ✓ When outside the building, account for all students Inform Principal immediately if any student is missing

Staff: Using the closet available exit, escort students in your area to the designed assembly area

Searchers: Searchers will assist in evacuation and then proceed to perform their duties

If the Principal determines a need to leave the evacuation areas for a safer or long-term assembly place or if the school is contacted by Base Security to evacuate the area, the Business Manager will arrange transportation for school occupants to the designed evacuation relocation site

Accountability Procedure: In the event of an evacuation the Assistant Principal of Student Affairs will acquire a copy of the daily attendance roster of students, employee sign-in sheets and visitor logs These lists will be taken to the designated assembly areas and accountability will be taken The Assistant Principal of Student Affairs will notify the Principal who will notify appropriate authorities In the event of a report of missing students. staff, or visitors. the appropriate building areas will be searched and emergency response personnel will be notified

General Sheltering Procedures

The decision to shelter will be made by the Principal or designated representative Sheltering will be announced for the following reasons

- Tornados
- Severe Storms
- Hazardous Material Exposure

When a decision is made to shelter in the building, the Principal or Evacuation Chief announce on the intercom that all persons are to move to their assigned shelter area or remain in the classroom in the case of a shelter-in-place situation Once sheltered all personnel should await further instructions

Sheltering:

- Shelter areas that provide the most structural resistance from collapse will be identified
- Shelter areas within the facility will be appropriately marked
- Shelter areas will be free of items that may fall on sheltered people
- Shelter areas will have a flashlight or emergency light available if the shelter area is a contained area
- Power switches for electrical systems, HVAC systems, and water systems will be identified, marked, and have shut off procedures posted
- The Business Manager will be assigned the responsibility of shutting off systems as directed.

Sheltering-in-place:

- The Principal will ensure that all staff, students, and visitors are in the building (outside areas are completely empty)
- Staff will close and secure all doors and windows
- Staff will cover windows and air leaks around doors and vents
- The Principal will direct that the HVAC systems are shut off
- All personnel will remain in the building until notified by emergency response authorities that the situation has been resolved or that an evacuation has been ordered

Lock-Down Procedures

This is the New Orleans Military/Maritime Academy Crisis Response to an Armed Intruder

Teacher/Staff who spots the intruder:

- Do not confront the intruder
- Notify office using nearest telephone, "***Code Red***, (state location) "
- Clear students from hallways, and keep them secure in the nearest classroom
- Wait for further instructions from the Principal

The Principal or designated Principal will initiate an all-call intercom announcement, "Code Red. Lock Down All Classrooms " The Principal will notify Base Security, detailing the exact location of the incident

All Teachers/Staff: When you hear the announcement over the intercom, "Code Red, Lock Down All Classrooms," the following procedures should be followed

- Secure any students from the hallway into the closest safe room
- Lock the classroom/office door
- Turn off all lights
- Close any blinds or shades Cover classroom door glass if possible
- Move all persons away from windows and doors
- Have students sit on the floor with knees drawn to chest and head lowered They should be seated out of the line of vision from all windows Classrooms/offices should appear empty or unoccupied
- Maintain silence
- Do not permit anyone to leave the classroom
- If you are in a non-secure or open area, such as the cafeteria, get under a table or some sort of furniture to use as a protective shield.
- Do not run from the building! If possible get to the nearest classroom
- Do not use the phone, including your personal cell phone
- Remain calm and make every effort to keep the students calm
- Continue all of the above procedures until notified by the Principal via the intercom that all is clear

Training and Drills

All school staff shall be trained in the requirements of the emergency evacuation procedure and all school emergency response personnel shall receive additional training for their specific response functions

To ensure the safety of the students, staff, and visitors, organized and systematic evacuation drills will be conducted each month Drills shall be announced and unannounced and held at various times of the day in order to stimulate evacuation during all types of school activities and weather conditions

Each drill will be documented and kept on file in the School office The documentation will include the date, date and time the drill was conducted, the amount of time to successfully evacuate the building, identification of problems/concerns, and if applicable a corrective action for all deficiencies identified *The Fire Drill/Emergency Evacuation Practice Report* will be used to document the drill

Fire drills are required bi-monthly, one tornado/severe weather drills are required annually during severe weather season Records are signed by the Business Manager or Administrative Assistant and kept on file at the school for seven years

The signal for a fire drill will be the activation of the fire alarm which will result in flashing lights and a shrill beep followed by a recording by a recording directing evacuation of the building

The signal for all other drills will be an intercom announcement, "Code Green. Initiate (type of drill);" e.g. "Code Green. Initiate Severe Storm Sheltering."

In addition to drills, Fire Extinguishers and Smoke Detectors/Alarms will be checked by the custodian and Base Fire Inspector to ensure there has been no tampering and they function correctly

Procedures for Specific Incidents

1. **Life-Threatening Medical Emergency** means that the patient requires immediate medical intervention to stabilize and prevent the medical condition from deteriorating Examples of life-threatening medical emergencies are compound fractures, severe lacerations, internal bleeding, severe burns, difficulty in breathing, heart problems, shock, severe allergic reactions, ingestion of chemical/poison, and unconsciousness

   Person finding injured or ill person shall
   - Remain calm, render first aid and call for help Do not move the injured or sick person unless his/her safety and health are at risk
   - Report the incident to the Principal or designated representative indicating the physical location of the emergency and wait for the school nurse
   - Call ***678-3333*** and stay on line with the dispatcher and provide information as requested

   Principal or designated person in charge
   - Dispatch the school nurse to render assistance
   - Call ***678-3333***
   - Assign an individual to meet emergency medical personnel to guide them to the location
   - Pull the medical release form of the student/teacher/staff member from the files and provide it to the EMS personnel
   - In the absence of the school nurse, assign a staff member to accompany the patient to the hospital
   - Make notification to applicable emergency contact of the patient
   - Contact the Chairman of the Board of Directors
   - Maintain communication with the staff member assigned to stay with the patient
   - Insure that the *School Incident/Accident Report* form is completed
   - Conduct follow-up debriefing with staff to evaluate response plan within one business day following the emergency

   School Nurse
   - Report to the incident scene and provide emergency medical assistance until the arrival of EMS personnel
   - Accompany the patient to the hospital and make periodic reports to the Principal on the status of the patient
   - Remain at the hospital until the patient's next-of-kin/emergency contact person has arrived

2. **Non-Life Threatening Medical Emergency** means that the patient required medical intervention, however, there is no reason to believe that the situation is life-threatening Examples of non-life threatening medical emergencies are Minor cuts, abrasions, burns, vomiting, bites from insects. animals, children, etc

   Staff member discovering injured or ill person
   - Contact the school nurse
   - Dispatch the student or staff to the school nurse's office For grades K-5, a student shall be accompanied by a Teaching Assistant or other staff member
   - Notify the Assistant Principal of Student Affairs or his designated representative
   - Complete the *School Incident/Accident Report* form

   School Nurse
   - Assess the condition of the patient
   - Treat patient as appropriate
   - Call emergency contact of patient and apprise him/her of the situation

3. Business Interruption/Hazardous Materials Emergencies

A business interruption emergency is a technological emergency involving any interruption or loss of a utility service, power source, information system, or equipment needed to keep the business in operation

The critical operations/systems identified for the school include electric power, water, sewer system, HVAC system, communications, and the building structure and grounds

Reporting Facility System Emergencies· In the event that any of any critical systems for the school become inoperative. the Principal will contact the Chairman of the Board of Directors and the Business Manager and custodian(s) will immediately assess the situation and identify the resources to correct the situation A decision will be made as to the feasibility of providing temporary services, i e electrical power, portable toilets, portable water. etc, if the problem can not be corrected in timely manner

The Principal or designated representative will communicate with the Board President the estimate of the duration of the situation If the duration of the event is likely to be of such an extent that it may pose a significant sanitary or safety threat, or if the disruption would make the facility environment untenable, the school may close early at the discretion of the Principal and Board President

In the event of major incident involving a critical system, i e , explosion, building collapse, electrical sparking, etc . the Principal or designated representative will be immediately notified The Principal or designee will assess the situation an order an evacuation of the students if warranted Appropriate emergency personnel will be notified as necessary Appropriate maintenance personnel will be activated

Emergency Shut-offs: Should the necessity for sheltering in the building (sheltering-in–place) be announced because of a hazardous material release outside the facility, the HVAC system shall be immediately shut down The Principal or designee will make this decision All maintenance staff and Leadership Team members will know the location of the emergency power disconnect for the HVAC system.

4. Tornado and Severe Storm Emergencies

Hazards:
The impact on the school building due to tornado/severe storm activity can be severe with damage ranging from windows blown out to structure collapse

Thunderstorms are accompanying by high and damaging winds, heavy rains, and high volumes of lightening Damage due to thunderstorms historically affect most areas during the spring and summer months The impact on the school building can be severe with damage ranging from windows being blown out to structure collapse

Weather Bulletins
The National Weather Service issues two categories of bulletins that warn of severe weather

Thunderstorm or Tornado Conditions of Readiness

Condition 2	Destructive winds accompanying the phenomena indicated are expected in the general area within six hours. Associated lightening/thunder, torrential rain, hail. severe downburst. and sudden wind shifts are possible Take precautions that will permit establishment of an appropriate state of readiness on short notice
Condition 1	Destructive winds accompanying the phenomena indicated are imminent or are occurring Associated lightening/thunder, torrential rains, hail, severe downbursts, and sudden wind shifts are in the immediate area

Tornado or severe thunderstorm watches (Operational Status Condition II)
Are the first alerting messages to areas which are potentially threatened Persons in what areas need no alter their normal routine except to remain alert for threatening weather or additional bulletins

In the event of a tornado/severe storm watch, classroom activities may proceed as usual

Tornado or severe thunderstorm watches (Operational Status Condition I)
Are issued when a tornado/severe thunderstorm is actually affecting or has been sighted in the area, or indicated by radar This bulletin will specify an area which includes the path along which the storm is expected to move over given time periods The time period which is usually one hour, is also specified Persons in the path of the storm should take immediate safety precautions

In the event of a tornado or severe thunderstorm warning, students will be sheltered Students will move to designated shelter areas in the interior corridors

In areas that are subject to severe weather. it is critical that the staff be calm and fully prepared to deal with all necessary emergency procedures to ensure the safety and well-being of the students

Tornado Watch, Condition II

- The Principal or designee will be notified by the Base Command Quarterdeck
- The Principal or designee will notify all staff members of the Tornado Watch This notification will be made by assigned staff members verbally passing the information to each staff member to minimize disruption of classes
- The school intercom system should be used for alternate notification
- All staff members will obtain a roster of students in their charge and provide a copy to the Principal or designee
- Staff members remind students of protective action during tornadoes
- The Principal or designees will monitor radios, televisions, and the Doppler on the Internet and await information from the Command Quarterdeck

Tornado Warning, Condition I

- The Principal shall notify all staff members over the school intercom system that a Tornado Warning has been issued for the area
- If the warning does not include the immediate area, the Principal or designees will monitor radios, televisions, and the Doppler on the Internet and await guidance from the Command Quarterdeck
- If the Tornado Warning includes the immediate area, or when notified by the Command Quarterdeck, the Principal or designee will issue and implement sheltering of staff, students, and visitors according to the sheltering plan and the following protective actions:
    - The intercom announcement will be ***"Code Red. Initiate Severe Storm sheltering."***
    - Move students, staff, and visitors to designated tornado shelter area
        - Tornado safe areas are in hallways away from windows and large rooms
        - Students are to remain under desks if a hallway is not available
    - Close blinds
    - Take class rosters to evacuation site
    - Avoid windows and glass doorways
    - Close doors to outside rooms
    - Students should sit on the floor with knees drawn to the chest and head lowered
    - The Principal will take his/her cell phone into the shelter area
    - All personnel will remain sheltered until the Principal receives the "All Clear" from the Command Quarterdeck
    - Once the "All Clear" has been received, the Principal will announce this over the intercom
- Actions if the school is damaged, persons require rescue and/or personnel are injured

- The Principal will immediately call ***678-3333***, notifying responders that assistance is required and/or the Principal will call Base Security and Fire Department to indicate the building is damaged and/or the are personnel in need of rescue
- The School Nurse will assist in lifesaving operations, but no member of the NOMMA staff will attempt a rescue
- The Principal will direct actions until assistance arrives
- When deemed safe by the Principal, all personnel will be evacuated to a centralized location
- Accountability procedures as outlined in Evacuation Procedures will be followed

Severe Storm Watch, Condition II:

- The Principal or designee shall notify all staff members of the Severe Storm Watch This notification will be made by assigned staff members to minimize disruption to the students
- The school intercom system should be used for alternative notification
- All staff members will obtain a roster of students in their charge and provide a copy to the Assistant Principal of Student Affairs or the Administrative Assistants
- Staff members will remind students of protective actions during severe storms
- The Principal or designee will monitor the radio and television and await information from the Command Quarterdeck

Severe Storm Warning, Condition I:

- The Principal or designee shall notify all staff members over the school intercom system that Severe Storm Warning has been issued for the area
- If the warning is for the immediate area, the Principal will issue and implement the following protective actions
  - The intercom announcement will be, ***"Code Red. Initiate Severe Storm Sheltering."***
  - Move students, staff, and visitors to designated tornado shelter area
    - Tornado safe areas are in hallways away from windows and large rooms
    - Students are to remain under desks if a hallway is not available
  - Close blinds
  - Take class rosters to evacuation site
  - Avoid windows and glass doorways
  - Close doors to outside rooms
  - Students should sit on the floor with knees drawn to the chest and head lowered
  - The Principal will take his/her cell phone into the shelter area

- All personnel will remain sheltered until the Principal receives the "All Clear" from the Command Quarterdeck
- Once the "All Clear" has been received, the Principal will announce this over the intercom

- Actions if the school is damaged, persons require rescue, and/or personnel are injured
  - The Principal will immediately call 911, notifying responders that assistance is required and/or the Principal will call Base Security and Fire Department to indicate the building is damaged and/or there are personnel in need of rescue
  - The School Nurse will assist in lifesaving operations, but no member of the NOMMA staff will attempt a rescue
  - The Principal will direct actions until assistance arrives
  - When deemed safe by the Principal, all personnel will be evacuated to a centralized location
  - Accountability procedures as outlined in Evacuation Procedures will be followed

Lightening
On School Grounds:

- Get out of open areas and into an enclosed building as quickly as possible upon the approach of a storm
- Do not seek shelter under isolated trees, close to metal fences, or playground equipment

School Buildings:

- Stay indoors
- Stay away from open doors and windows, metal objects, electrical appliances, and plumbing
- Keep telephone use to a minimum
- TV sets, computers, and other electrical equipment should be unplugged unless protected by a surge protector

Hurricanes:

The following is a breakdown of COR (conditions of readiness) conditions

COR 5 June 1- November 30
COR 4 Hurricane force winds on station within 72 hours
COR 3 Hurricane force winds on station within 48 hours
COR 2 Hurricane force winds on station within 24 hours
COR 1 Hurricane force winds on station within 12 hours

NASJRB New Orleans Hurricane Hotline 504-678-4044

Conditions of Readiness

Conditions of Readiness
(Tropical Cyclone, Subtropical, or Extra-Tropical Wind Storms)

Condition 4	Trend indicates a possible threat of destructive winds of force indicated within 72 hours Review hazardous and destructive weather implementation plans, as established by local authorities
Condition 3	Destructive winds of force indicated are possible within 48 hours Take preliminary precautions
Condition 2	Destructive winds of force indicated are anticipated within 24 hours Take precautions that will permit establishment of an appropriate state of readiness on short notice
Condition 1	Destructive winds of force indicated are occurring or anticipated within 12 hours Take final precautions as prescribed

Note Hurricane CORs are further broken down into two general classifications, "A" or "B", based on the intensity of the approaching storm. "COR_A" is used for major hurricanes (e g , category 4 or 5) and "COR_B" is used for less severe hurricanes and tropical storms The prescribed precautionary differ accordingly

COR 5= Normal condition during hurricane season 01 June to 30 Nov

1 Brief staff on their duties and the dangers of hurricanes
2 Inspect areas for deficiencies and heavy weather hazards Report deficiencies to the Business Manager Coordinate repair with custodial staff as required
3 Identify areas to be sandbagged and windows requiring special protection. (plywood, covers, bracing, etc)
4 Inspect all portable buildings for proper tie downs and security
5 Update and test all staff recall and submit a copy to Administration Assistant Update evacuation recalls at this time

COR 4= Forecast weather may reach New Orleans within 72 hours

1 Instruct staff to whom to call and update their recall when they arrive at a safe evacuation site

COR 3B= Forecast weather may reach New Orleans within 48 hours

1 Recall personnel as needed to set COR 3B If during non-working hours, start immediate notification of all personnel so they make preparations at home prior to being called in for COR 2 should a recall be initiated
2 Begin securing all outside equipment that cannot be placed inside
3 Ensure backups are made of essential information stored on computer hard drives and backups are relocated to a safe location

4 Secure all classrooms/office spaces, cover computers, electronic equipment, and file cabinets with plastic to prevent water damage. If possible, move all electronic equipment to windowless spaces
5 Secure all doors except exits
6 Disconnect all unnecessary electric power
7 Report COR 3 containment to Business Manager

COR 3A= Major hurricane may reach New Orleans within 48 hours

Note: Take only those actions necessary to guard against potential damage or injury. which can be expected from the forecast weather

1 Recall personnel as necessary to set COR 3A If during non-working hours, start immediate notification of all personnel so they make preparations at home prior to being called in for COR 2 should a recall be initiated
2 Instruct all personnel on specific responsibilities under COR 2 and 1.
3 Ensure backups are made of essential information stored on computer hard drives and backups are relocated to a safe location
4 If an evacuation is ordered, Disaster Preparedness Manager & Assistant Disaster Preparedness Manager should carry personnel recalls with them
5 Notify Business Manager of attainment of COR 3A

COR 2B= Forecast weather may reach New Orleans with 24 hours.

1 Recall personnel as necessary to facilitate setting COR 2B
2 Clear desktops, and store items in desks, files, or cabinets
3 Protect computers and other electronic equipment by covering them in a plastic and relocating them to locations away from potential flood, rain and debris hazards Unplug all electrical devices Turn off all lights and electric equipment
4 Instruct personnel to stand by for further notifications or recall
5. Secure all doors
6 Be prepared to transition into COR 2A status if required
7 Secure all non-essential personnel when directed by Principal Only essential personnel should report for work the next day unless otherwise notified
8 Report COR 2B attainment to Business Manager, and Principal

COR 2A = major hurricane may reach New Orleans within 24 hours

1 Standby for evacuation order from Command Quarterdeck, if so ordered set COR1 prior to evacuating
2 When preparations are complete, curtail non-essential operations Allow staff to prepare their families and/or property for destructive weather and/or evacuation

COR 1B= Forecast weather imminent in the New Orleans area within 12 hours

1 Complete final hurricane/tropical storm preparations

2 Report COR 1B attainment to Business Manager, and Principal
3 Secure remaining personnel

COR 1A= Major hurricane imminent in the New Orleans area within 12 hours

1 Complete final hurricane preparations
2 Report COR 1A attainment to Business Manager, and Principal

5. Fire Emergencies

Fire is the most common of all hazards If detected early, and with the proper use of extinguishers or activation of the sprinkler system, fires can be controlled before they become severe emergencies All school staff are to familiarize themselves with the fire emergency procedures and maintain their areas free from the accumulation of combustible material Staff are responsible for ensuring that all fire extinguishers, alarm boxes. exits, and paths to exits are unobstructed at all times Both staff and children must be familiar with evacuation procedures an primary and secondary evacuation route through monthly fire drills.

Reporting Fires: All fires, including smoke and sparks, should be immediately reported by pulling the fire alarm or by notifying the office staff that will immediately contact ***Base Fire Department at 678-3333***

Condition I Response:

- If a fire is discovered, immediately activate the nearest pull station to report the fire and begin evacuation
- If the fire is small (waste paper basket size) staff personnel may attempt to isolate or put the fire out Do not take risks, your personal safety and that of the other students is paramount and must take precedence above all other activities including fire fighting
- Notes on Fire Fighting
  - A small fire can be smothered by a rug or any other heavy material If the material is wet it will work better
  - A larger fire can be fought with water or a fire extinguisher (Do not use water on an electrical fire or on an oil or grease fire) Keep the area around the fire cooled with water to keep the fire from spreading
  - If you cannot control a fire, get away from it before you are trapped
  - The air in a burning building is dangerous Fumes given off by some burning materials are poisonous and air can be heated to a point that can cause scorching to the lining of the lungs and cause death
- If the fire is large, or if smoke makes it difficult to determine the fire location, evacuate the area immediately and report to the designated evacuation site

- Evacuation procedures will be followed as delineated in this manual

6. Sociological Emergencies

Sociological hazards include direct violence, fear, and stress at the school involving individuals in the school These include bomb threats, threats of violent acts, random acts of violence, disgruntled employees/students/parents that are impaired due to an intoxicant

Bomb Threat, Condition 1: In the event of a bomb threat safeguarding the students is the highest priority Evacuation procedures as outlined in this manual will be followed If the threat is received by telephone. the person answering the phone will follow the instructions on the *Bomb Threat Report Form*

If suspicious items are found or suspicious packages are delivered to the school, school personnel should not attempt to move or touch them Instead the Principal or designee will be notified immediately The Principal will contact Base Security and the Fire Department and begin evacuation procedures as outlines in this manual

Random Acts of Violence, Condition I: If the school is subjected to random acts of violence (e g . drive by shooting) the Principal will implement the following procedures

- The person witnessing the act will contact the Principal or designee
- The Principal will contact Base Security and initiate lock-down procedures
- Once Base Security has arrived, assessed the situation as a random act, the Principal will issue an " All clear "
- In situations that prove themselves to be other than a "random act" other emergency procedures as delineated as in this manuel will be followed

Hostage Situations, Condition I: Although considered improbable, the school may be subject to hostage situations In the event of a hostage situation, the staff interacting with the hostage-taker is expected to

- Remain clam
- Remain polite
- Follow the hostage takers instructions
- Offer no resistance

The staff that becomes aware of the situation should call the Principal/office immediately The Principal will notify Base Security The Principal will dispatch staff members to alert other staff personnel. However, these staff personnel should not put themselves in jeopardy

- Alerted staff members will execute lock-down procedures, following lock-down procedures as delineated in this manual
- Once Base Security arrives, the Principal and staff will proceed as directed by Base Security

Disgruntled Employees/Parents/Parent's Representative, Condition I:

- The Receptionist or other staff member will notify the Principal or designated representative
- Staff members who observe the problem will also notify the appropriate

Leadership Team personnel as back-up call
- The Principal will call Base Security
- Staff members will alert other personnel of the problem
- Alerted personnel will secure all students from the hall and close the doors of their areas of responsibility
- If the disgruntled person's child is immediately known, the Principal will direct movement of the child to a safe location
- Base Security will assume cognizance of the situation upon arrival.

Impaired Employee/Parent/Parent's Representative, Condition II: Impaired persons are defined as those individuals that are obviously intoxicated from alcohol consumption, under the influence of drugs, or medically impaired There are legal implications in releasing students into the custody of an individual under the influence of alcohol/drugs or medically impaired In the event of having to deal with these individuals, the following procedures should be implemented

- Remain calm
- Remain polite
- Staff members who observe the problem will also notify the appropriate Leadership Team personnel as back-up call
- The Principal will call Base Security.
- Staff members will alert other personnel of the problem
- Alerted personnel will secure all students from the hall and close the doors of their areas of responsibility
- Base Security will assume cognizance of the situation upon arrival

7 **Weapons**

Staff or student who is aware of a weapon brought to school

Student

- ✓ Send reporting student to the office, if possible
- ✓ If the reporting student is unable/unwilling to report, follow the steps below The student may remain anonymous
- ✓ Notify principal

Teacher

- ✓ Discreetly call the office if the suspect is not present
- ✓ Bring or send sealed message with a trusted student that includes
  - Your name and location
  - The name/description of suspect
  - If the suspect has threatened anyone
  - Any information regarding the weapon's location/type
- ✓ If the teacher suspects that a weapon is in the classroom, he/she should confidentially notify a neighboring teacher
- ✓ Teacher should not leave classroom Wait for administrative response

IN ALL CASES-USE EXTREME CAUTION. DO NOT CONFRONT SUSPECT. STAY CALM!!!! IF A STUDENT THREATENS YOU WITH A WEAPON, FOLLOW THE SUSPECT'S DIRECTIONS. DON'T TRY TO BE A HERO!!

Principal

- Alert base law enforcement if a weapon is suspected, as reported by staff or student Question suspect Crisis code announced
- The Principal will designate a searcher to escort students from hallways and restrooms to a secure location
- If a student reported the weapon, isolate him/her
- Two administrators will proceed to the area under suspicion
- One administrator should escort suspect to a private areas to wait for law enforcement, the other should carry all of the suspect's belongings at a safe distance At no time should the suspect be allowed to put his/her hands in pockets or handle belongings
- Inform suspect of his/her rights and why you are conducting a search Conduct search with law enforcement and a reliable witness
- Take possession of and secure the weapon
- Keep detailed notes of all events and why search was conducted
- If suspect threatens you with a weapon, do not try to disarm suspect Back away with your arms up and remain calm
- Notify parents and explain why search was conducted and results of the search

8. Kidnapping:

Any non-custodial adult who takes a child from the campus without the permission of the court ordered parent/guardian The following procedures will be followed when releasing students to parents/guardians and designated representatives during the day

- All adults entering the school must sign in at the office
- Visitors passes will be worn by all visiting adults on campus
- All students will be checked out through the front office Sign out logs will be scrupulously maintained
- The parent/guardian should present photo identification
- Checking students out the last 30 minutes of the day is strongly discouraged
- The name of the parent/guardian must be indicated on the Emergency Contact card Parents are responsible for providing copies of current court orders which should be kept in the student's cumulative folder
- Parents who have concerns about non-custodial parents or other unauthorized adults leaving campus with their child (ren) should contact the school and implement a security code for use by office staff who should be briefed on the situation
- In the event a student is released to an unauthorized adult, the Principal or designee will be contacted immediately
- The Principal will notify Base Security who will notify other law enforcement personnel as needed
- The staff member who released the child will provide a written statement
- All members of the NOMMA staff will cooperate with law enforcement

In the event of a suspected kidnapping it is imperative that Base Security be contacted immediately as they will initiate an immediate lock-down of the base to facilitate recovery of the child

9. Suicide/Attempt

Suicide Attempt in School

- Notify Principal. if person requires medical attention, has a weapon, or needs to be restrained
- Notify school counselor and Principal of incident
- Calm suicidal person
- Try to isolate suicidal person from other students
- Stay with person until the school counselor arrives

Principal may schedule meeting with parents and school psychologist/counselor to determine course of action

Suicidal Death/Serious Injury

- Verify information
- Notify Principal and counselor
- Principal will notify staff in advance of next school day following suicide or attempted suicide
- Principal will determine method of informing students and parents Do not mention "suicide" or details about death in notification, hold memorials, or make death heroic Protect privacy of family
- Implement post-crisis intervention

Post-crisis Intervention

- The Principal will meet with the school counselors and mental health staff to determine level of intervention for staff and students
- Escort siblings, close friends, and other students, as needed to counselors
- Follow-up with students and staff that receive counseling
- Resume normal routines as soon as possible

10. Protection Conditions

NOMMA will comply with Force Protection Conditions as set by the Department of Defense and Base Commander

Two sources of funding have been identified for the Military/Maritime Academy. Two letters are included

The Recovery School District is committed to allocating $5.3 million in federal Community Development Block Grant funding. This will be allocated to renovate the existing structures on the Federal City site to house the Academy.

Plaqumines Parish has also committed $2 0 million in long term community recovery money

Terry Ebbert

From: Ramsey Green (RSD) [Ramsey Green@RSDLA NET]
Sent: Friday, August 21, 2009 6 29 PM
To: Terry Ebbert
Cc: Paul Vallas, Rayne Martin
Subject: Federal City Military/Martime Academy

Dear Col. Ebbert:

Thank you for all of your work toward creating the Military/Maritime Academy to be located at Federal City. As we discussed, the RSD is committed to allocating $5.3 million in federal Community Development Block Grant (CDBG) funding to renovate existing facilities at the site to house the Academy. Additionally, the RSD will work together with the Academy to design the most effective means of providing security, food, and transportation services. Please contact me should you have any questions and thank you again for your commitment to this important project.

Sincerely,
Ramsey

Ramsey Green
Chief Operating Officer
Recovery School District (RSD)
ramsey.green@la.gov<mailto:ramsey.green@la.gov>
225-333-1456

Terry Ebbert

From: Paul Rainwater [Paul Rainwater@LA GOV]
Sent: Friday, August 21, 2009 12 53 PM
To: Terry Ebbert
Cc: Ramsey Green (RSD), Paul Vallas
Subject: Re City CDBG $ for Fed City Charter School

Yes Terry, Plaquemines has long term coummunity recovery money they could apply to this project Paul

---

From: Terry Ebbert <tebbert@tjebbertandassociates.com>
To: Paul Rainwater
Cc: Ramsey Green (RSD); Paul Vallas
Sent: Fri Aug 21 10:28:22 2009
Subject: RE: City CDBG $ for Fed City Charter School

Paul
I talked to Paul Vallas last night and he will supply me with the document to cover the 5 3mil from NO I still need a short note of some kind that talks to the 2mil from Billy Nungesser. I know you are in overwhelm and don't need me cluttering up the battlefield but if you can assist it is appreciated
Terry Ebbert

School Nai

New Orleans Military Maritime Academy (1 October 2009-June 30, 2010)

Start-Up Budget

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	Description	Amount	Assumption
	REVENUES		
1	Start-Up Grants	$200,000 00	PCSP Start-up grant
2	Other Revenue		
	Walton Foundation	$80,997 00	Salary + benefits for Commandant
	CBG grants	$7,000,000 00	$5M NOLA, $2M Plaquemines Parish
3	**TOTAL REVENUES**	$7,280,997 00	
	EXPENDITURES		
	Administrative Expenses		
4	Principal	$73,500 00	9 months @ $98,000
5	Administrative Staff		
6	Payroll Taxes	$14,004 00	x 0765 x 2 salaries (FICA and Medicare)
7	Benefits	$5.621 00	Medical benefits for Principal and Family
8	Staff Development		
9	Recruiting/Marketing		
10	Advertising	$2,500 00	$500 x 5 newspaper ads
	Commandant	$73,500 00	9 months @ 98,000
11	Total Administrative	$169,125 00	
	Supplies and Equipment		
	Instructional Materials	$40,080 00	Core textbooks for 100 students plus consummable
13	Office Supplies	$10,000 00	
14	Postage/Printing/Copying	$3,500 00	
15	Phone System		Included in total utilities
	Web Page	$1,500 00	School World, Inc
16	Total Supplies & Equipment	$55,080 00	
	Facility		
17	Capital Expenditures		
18	Building Fit-Out	$39,300 00	4 Smartboards, 2 ELMOs, 30 computers
19	Renovations & Repairs	$1,000,000 00	30% of renovation
20	Rent/Lease	$1 00	
21	Fixtures & Furnishings	$37,500 00	Furniture for 5 classrooms + office space, etc
22	Utilities		
23	Insurance	$55,000 00	Facility only
24	Security		
25	Total Facility	$1,131,801 00	
	Contractual		
26	Consultants	$50,000 00	A&E Review
27	Legal and Accounting	$18,000 00	Legal and Accounting
28	Total Contractual	$68,000 00	
29	**TOTAL EXPENDITURES**	$1.424.006 00	

School Name __ New Orleans Military/Maritime Academy (July 1, 2010-June 30, 2010)

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	REVENUES				
	REVENUES FROM LOCAL SOURCES				
1	Local Per Pupil Aid		1XXX		
2	Earnings on Investments		15XX		
3	Food Service		16XX	$ 72,000	$2 00 per breakfast and lunch per child
4	Community Service Activities		1800		
	Other Revenue From Local Sources				
5	Contributions and Donations		1920		
6	Books and Supplies Sold		1940		
7	Other Miscellaneous Revenues		199X		
8	Carry over from Start-Up			$ 5,911,991	
9					
10	TOTAL REVENUES FROM LOCAL SOURCES			$ 5,983,991	
	REVENUE FROM STATE SOURCES				
	Unrestricted Grants-In-Aid				
11	State Per Pupil Aid		311X	$ 790,600	$7906 per ppupil
12	Other Unrestricted Revenues		3190		
	Restricted Grants-In-Aid				
13	Education Support Fund (8g)		3220	$ 5,000	Superior Textbooks, Student Enhancement
14	PIP		3230		
15	Other Restricted Revenues		3290		
16	PCSP Start-up			$ 200 000	
17	Technology			$ 1,000	EETT Grant
18	TOTAL REVENUE FROM STATE SOURCES			$ 996,600	

Louisiana laws contain requirements for school district accounting By law, the Louisiana Accounting and Uniform Governmental Handbook (LAUGH) (Bulletin 1929) is the required accounting manual for local educational agencies This document can be accessed on the Department of Education's website at www louisianaschools net

School Name __ New Orleans Military/Maritime Academy (July 1, 2010-June 30, 2010)

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	REVENUE FROM FEDERAL SOURCES				
	Unrestricted Grants-In-Aid Direct From the Federal Gov't				
19	Impact Aid Fund		4110	$ 19,600	$4900 maximumb contribution x 20 x 20 students
	Restricted Grants-In-Aid Direct From the Federal Gov't				
20	Other Restricted Grants - Direct		4390		
	Restricted Grants-In-Aid From Federal Gov't Thru State				
21	School Food Service		4515	$ 60,000	
	Special Education				
22	IDEA - Part B		4531	$ 80,000	Based on 10 student
23	IDEA - Preschool		4532		
24	Other Special Education Programs		4535		
	No Child Left Behind (NCLB)				
25	Title I		4541	$ 25,200	Based on 80% reduced and free
26	Title I, Part C - Migrant		4542		
27	Title V - Innovative Education Programs		4543	$ 1,000	
28	Title IV - Safe and Drug Free Schools / Comm		4544	$ 1 000	
29	Title II - Teacher & Principal Training/Recuiting		4545	$ 1,000	
30	Other IASA Programs		4546		
31	Other Restricted Grants through State		4590		
	Revenue For/On Behalf of the LEA				
32	Value of USDA Commodities		4920		
33	*(additional function codes may need to be added)*				
34					
35					
36	TOTAL REVENUE FROM FEDERAL SOURCES			$ 187,800	
	Other Sources of Funds *(Provide Detail)*				
37			5XXX		
38					
39	TOTAL REVENUES AND OTHER SOURCES OF FUNDS			$ 7,168,391	

School Name __ New Orleans Military/Maritime Academy (July 1, 2010-June 30, 2010)

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	EXPENDITURES				
	I INSTRUCTION				
	A Regular Programs - Elementary/Secondary				
	Salaries				
40	Teachers	112	1100	$ 200,000	Average $50,000 per teacher
41	Aides	115	1100	$ 80,000	Average $20,000 per teacher
42	Substitute Teachers and Aides	123	1100		
43	Purchased Professional and Technical Services	300	1100	$ 2,000	Stipends for Belle Chasse Academy to conduct Pre-service and other training
44	Repairs and Maintenance Services	430	1100	$ 10,000	
45	Travel Expense Reimbursement	582	1100		
	Instructional Supplies				
46	Materials and Supplies (e g printed report cards)	610	1100	$ 10,000	Report cards/consummables based on $200 per child
47	Textbooks/Workbooks	642	1100	$ 7,000	Additional textbooks/classroom sets based on $60-75$ per textbook
48	Equipment	730	1100		
49	Miscellaneous Expenditures	890	1100		Medical expense for school = $225 for employee only/$471 for employee + family
50	Group Health Insurance	210	1100	$ 9,210	29 employees, equally split between employee only and employee + family
51	Social Security	220	1100	$ 17,500	x 0625
52	Medicare	225	1100	$ 4,060	x 0145
53	Employer's Contribution to Retirement	23X	1100	$ 7,560	Employers match to 401K--between $60-$75 per employ
54	Unemployment Compensation	250	1100		
55	Workmen's Compensation	260	1100		
56	*(additional object codes may need to be added)*				
57	JROTC Instructor				JROTC personnel are funded by JROTC
58					
59	JROTC Materials				JROTC materials are funded by JROTC
60	**TOTAL A. Regular Program Expenditures**			$ 347,330	

School Name __ New Orleans Military/Maritime Academy (July 1, 2010-June 30, 2010)

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	B. Special Education Programs (Including Summer & Preschool) & Gifted/Talented Programs				
	Salaries				
61	Teachers	112	1210	$ 100,000	2 teachers
62	Therapists (OT,PT,Speech,etc)	113	1210	$ 60,000	1 part-time speech and 1 part time occupational
63	Aides	115	1210		
64	Substitute Teachers and Aides	123	1210		
65	Purchased Professional and Technical Services	300	1210		
66	Repairs and Maintenance Services	430	1210		
67	Travel Expense Reimbursement	582	1210		
	Instructional Supplies				
68	Materials and Supplies	610	1210	$ 500	Consummables
69	Textbooks/Workbooks	642	1210	$ 1,500	Multisensory Programs -- purchase of Wilson Reading
70	Equipment	730	1210		
71	Miscellaneous Expenditures	890	1210		
72	Group Health Insurance	210	1200	$ 9,200	One employee only, one employee + family
73	Social Security	220	1200	$ 6,250	x 0625
74	Medicare	225	1200	$ 1,450	x 0145
75	Employer's Contribution to Retirement	23X	1200		
76	Unemployment Compensation	250	1200		
77	Workmen's Compensation	260	1200		
78	*(additional object codes may need to be added)*				
79					
80					
81					
82	**TOTAL B. Special Education Programs**			$ 178,900	

School Name __ New Orleans Military/Maritime Academy (July 1, 2010-June 30, 2010)

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	C Other Instructional Programs (Vocational Ed , Special Programs, Adult Ed , and Other Programs)				
	Salaries				
83	Teachers	112	Varies	$ 150,000	includes part time enrichment teachers @ 5
84	Aides	115	Varies	$ 20,000	library aide
85	Substitute Teachers and Aides	123	Varies		
86	Purchased Professional and Technical Services	300	Varies		
87	Repairs and Maintenance Services	430	Varies		
88	Travel Expense Reimbursement	582	Varies		
	Instructional Supplies				
89	Materials and Supplies	610	Varies		
90	Textbooks/Workbooks	642	Varies		
91	Furniture and Equipment	73X	Varies		
92	Miscellaneous Expenditures	890	Varies		
93	Group Health Insurance	210	Varies	$ 5,200	Divided between employee only and employee + family
94	Social Security	220	Varies	$ 9,375	x 625
95	Medicare	225	Varies	$ 2,175	x 0145
96	Employer's Contribution to Retirement	23X	Varies		
97	Unemployment Compensation	250	Varies		
98	Workmen's Compensation	260	Varies		
99	*(additional object codes may need to be added)*				
100					
101					
102					
103	C TOTAL Other Instructional Programs			$ 186,750	
104	TOTAL I INSTRUCTION			$ 712,980	

School Name __ New Orleans Military/Maritime Academy (July 1, 2010-June 30, 2010)

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	II SUPPORT SERVICES PROGRAMS				
	A. Pupil Support Services				
105	Child Welfare and Attendance Svcs (Supervisor/Secretarial)	Varies	21XX		
106	Guidance Services (Guidance Counselor)	Varies	21XX	$ 47,520	1 full time
107	Health Services (Nurse)	Varies	21XX	$ 47,520	1 full time
108	Pupil Assessment and Appraisal Services	Varies	21XX	$ 10,000	10 students @ $1000 00 (contracted with Belle Chasse Academy)
109	Group Health Insurance	210	21XX	$ 785	
110	Social Security	220	21XX	$ 5,906	
111	Medicare	225	21XX	$ 1,378	
112	Employer's Contribution to Retirement	23X	21XX	$ 1,800	
113	Unemployment Compensation	250	21XX		
114	Workmen's Compensation	260	21XX		
115	*(additional object codes may need to be added)*				
116					
117					
118	TOTAL A Pupil Support Services			$ 114,909	
	B Instructional Staff Services				
119	Salaries of Directors, Supervisors, Coordinators, ect	111	22XX		
120	Instruction and Curriculum Development Services	Varies	22XX		
121	Travel & Mileage Expense Reimbursement	58X	22XX		
122	Instructional Staff Training Services	Varies	2230		
123	School Library Services	Varies	22XX		
124	Group Health Insurance	210	22XX		
125	Social Security	220	22XX		
126	Medicare	225	22XX		
127	Employer's Contribution to Retirement	23X	22XX		
128	Unemployment Compensation	250	22XX		
129	Workmen's Compensation	260	22XX		
130	*(additional object codes may need to be added)*				
131					
132					
133	TOTAL B. Instructional Staff Services			$ -	

School Name __ New Orleans Military/Maritime Academy (July 1, 2010-June 30, 2010)

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	C General Administration				
	Board of Directors				
134	Legal Services	332	23XX	$ 24,000	
135	Purchased Professional and Technical Services	300	2311	$ 4,000	Professional Development, Board Training Dr Brian Carpenter
136	Audit Services	333	2311	$ 10,000	
137	Insurance (Other than Emp Benefits)	52X	23XX	$ 7,000	
138	Advertising	540	2311		
139	Travel/Mileage (Board of Directors)	730	23XX		
140	Dues and Fees	810	2311	$ 525	Podcast Training monthly, Dr Brian Carpenter
141	Judgements	820	2311		
142	*(additional object codes may need to be added)*				
143					
144					
145	**TOTAL C General Administration**			$ 45,525	

School Name __ New Orleans Military/Maritime Academy (July 1, 2010-June 30, 2010)

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	D School Administration				
	Salaries				
146	Principals	111	2410	$ 196,000	Principal + commandant
147	Assistant Principals	111	2420	$ 78,000	JROTC officer is paid by JROTC
148	Clerical/Secretarial	114	2400	$ 75 000	3 employees
149	Purchased Professional and Technical Services	300	2400		
150	Repairs and Maintenance Services	430	2400		
151	Rental of Equipment and Vehicles	442	2400		
152	Telephone and Postage	530	2400	$ 25,000	
153	Travel Expense Reimbursement	582	2400		
154	Materials and Supplies	610	2400	$ 10 000	
155	Furniture and Equipment	73X	2400		
156	Dues and Fees (Southern Association, etc)	810	2400		
157	Miscellaneous Expenditures	890	2400		
158	Group Health Insurance	210	24XX	$ 1,413	Principal only Commandant will have military benefits
159	Social Security	220	24XX	$ 12,250	
160	Medicare	225	24XX	$ 2,842	
161	Employer's Contribution to Retirement	23X	24XX	$ 2,160	
162	Unemployment Compensation	250	24XX		
163	Workmen's Compensation	260	24XX		
164	*(additional object codes may need to be added)*				
165					
166					
167	TOTAL D School Administration			$ 402,665	

School Name __ New Orleans Military/Maritime Academy (July 1, 2010-June 30, 2010)

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	E. Business Services				
	90 Fiscal Services (Internal Auditing, Budgeting,				
	Payroll, Financial and Property Accounting, etc)				
168	Salaries	11X	25XX	$147,000	Business Manager, HR, Purchasing
169	Purchased Professional and Technical Services	300	2510		
170	Technical Services (Bank Charges)	340	2510		
171	Repairs and Maintenance Services	430	2510		
172	Rental of Equipment and Vehicles	442	2510		
173	Postage	530	2510		
174	Advertising	540	2510		
175	Travel Expense Reimbursement	582	2510		
176	Materials and Supplies	610	2510		
177	Equipment	730	2510		
178	Interest (short-term loans)	830	2513		
179	Miscellaneous Expenditures	890	2510		
180	Group Health Insurance	210	25XX	$ 1,250	
181	Social Security	220	25XX	$ 9,188	
182	Medicare	225	25XX	$ 2,132	
183	Employer's Contribution to Retirement	23X	25XX	$ 2,160	
184	Unemployment Compensation	250	25XX		
185	Workmen's Compensation	260	25XX		
186					
187					
188	TOTAL E Business Services			$ 161 729	

School Name __ New Orleans Military/Maritime Academy (July 1, 2010-June 30, 2010)

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	F Operation and Maintenance of Plant Services				
189	Salaries (Custodians, Security Crossing Patrol)	11X	26XX	$ 70,000	3 custodians
190	Purchased Professional and Technical Services	300	2600		
191	Rental of Equipment and Vehicles	442	2640		
192	Rental of Land	441	2600		
193	Materials and Supplies	610	2600	$ 80,000	Based on 5 classrooms, offices spaces, 4 restrooms
194	Gasoline	626	2600		
195	Equipment	730	2600		
196	Miscellaneous Expenditures	890	2600		
	Operating Buildings				
197	Building Rental/Lease	441	2620		
198	Water/Sewage	411	2620		
199	Disposal Services	421	2620		
200	Custodial Services	423	2620		
201	Repairs and Maintenance Services	430	2620	$ 10,000	
202	Property Insurance	522	2620		
203	Telephone	530	2620		
204	Natural Gas and Electricity	62X	2620		
205	Care and Upkeep of Grounds	4XX	2630		
206	Care and Upkeep of Equipment	4XX	2640		
207	Vehicle Operation and Maintenance	Varies	26XX		
208	Group Health Insurance	210	26XX	$ 16,956	3 employees + family
209	Social Security	220	26XX	$ 4,375	
210	Medicare	225	26XX	$ 1,015	
211	Employer's Contribution to Retirement	23X	26XX		
212	Unemployment Compensation	250	26XX		
213	Workmen's Compensation	260	26XX		
214	*(additional object codes may need to be added)*				
215					
216					
217	**TOTAL F Operation & Maintenance of Plant Services**			$ 182,346	

School Name __ New Orleans Military/Maritime Academy (July 1, 2010-June 30, 2010)

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	G Student Transportation Services				
218	Purchased Professional and Technical Services	3XX	27XX		
	Regular Transportation Services				
219	Salaries (Bus Driver & Substitutes)	11X	27XX		
220	Repairs and Maintenance Services	430	2721		
221	Payments in Lieu of Transportation	519	2721		
222	Fleet Insurance	523	2721		
223	Materials and Supplies	610	2721		
224	Gasoline/Diesel	626	2721		
225	Equipment	730	2721		
226	Miscellaneous Expenditures	890	2721		
227	Group Health Insurance	210	27XX		
228	Social Security	220	27XX		
229	Medicare	225	27XX		
230	Employer's Contribution to Retirement	23X	27XX		
231	Unemployment Compensation	250	27XX		
232	Workmen's Compensation	260	27XX		
233	*(additional object codes may need to be added)*				
234	Transportation contracted with RSD			$ 200,000	
235					
236	**TOTAL G Student Transportation Services**			$ 200,000	

School Name __ New Orleans Military/Maritime Academy (July 1, 2010-June 30, 2010)

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	H Central Services				
	Planning, Research, Development, and Evaluation Svcs				
237	Purchased Professional and Technical Services	300	28XX		
238	Fingerprinting and Background Check	339	2830		
239	Advertising	540	2830		
240	Data Processing Services	Varies	28XX		
241	Group Health Insurance	210	28XX		
242	Social Security	220	28XX		
243	Medicare	225	28XX		
244	Employer's Contribution to Retirement	23X	28XX		
245	Unemployment Compensation	250	28XX		
246	Workmen's Compensation	260	28XX		
247					
248					
249	TOTAL H. Central Services			$ -	
250	TOTAL II SUPPORT SERVICE EXPENDITURES			$ 1,107,174	

School Name __ New Orleans Military/Maritime Academy (July 1, 2010-June 30, 2010)

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	III OPERATION OF NON-INSTRUCTIONAL SERVICES				
	A Food Service Operations				
251	Salaries	11X	3100	$ 60,000	Manager + one worker
252	Purchased Property Services	4XX	3100		
253	Food Service Management	570	3100		
254	Travel Reimbursement & Mileage	58X	3100		
255	Materials and Supplies	610	3100		
256	Energy (Gas, Electricity, etc)	620	3100		
257	Technical Services	340	3100		
258	Food (Purchased & Commodities)	63X	3100	$ 300,000	Contracted with RSD
259	Telephone and Postage	530	3100		
260	Equipment	730	3100		
261	Group Health Insurance	210	31XX	$ 842	
262	Social Security	220	31XX	$ 3,750	
263	Medicare	225	31XX	$ 870	
264	Employer's Contribution to Retirement	23X	31XX		
265	Unemployment Compensation	250	31XX		
266	Workmen's Compensation	260	31XX		
267	*(additional object codes may need to be added)*				
268					
269					
270	TOTAL A. Food Service Operations			$ 365,462	

School Name __ New Orleans Military/Maritime Academy (July 1, 2010-June 30, 2010)

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	B Community Service Operations (e g 4-H programs)				
271	Salaries	11X	33XX		
272	Materials and Supplies	610	3300		
273	Group Health Insurance	210	33XX		
274	Social Security	220	33XX		
275	Medicare	225	33XX		
276	Employer's Contribution to Retirement	23X	33XX		
277	Unemployment Compensation	250	33XX		
278	Workmen's Compensation	260	33XX		
279	*(additional object codes may need to be added)*				
280					
281	TOTAL B Community Service Operations			$ -	
282	TOTAL III. OPERATION OF NON-INSTRUCTIONAL SERVICE EXPENDITURES			$ 365,462	
	IV FACILITY ACQUISITION AND CONSTRUCTION SVCS				
283	Architect/Engineering Services	334	4300		
284	Construction Services	450	4500		
285	Building Improvements - Renovate/Remodel	450	4600	$ 3,000,000	Phase 2 of renovation
286	Equipment	730	4500		
287	Repairs and Maintenance Services	430	4000	$ 20,000	
288	*(additional object codes may need to be added)*				
289					
290					
291	TOTAL IV FACILITY ACQUISITION AND CONSTRUCTION SERVICE EXPENDITURES			$ 3,020,000	

School Name __ New Orleans Military/Maritime Academy (July 1, 2010-June 30, 2010)

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	V DEBT SERVICE				
	Debt Service				
292	Banking Services	340	5100		
293	Interest (long-term)	830	5100		
294	Redemption of Principal	910	5100		
295	Miscellaneous Expenditures	890	5100		
296	*(additional object codes may need to be added)*				
297					
298					
299	**TOTAL V DEBT SERVICE**			$ -	
300	**TOTAL I - V ALL EXPENDITURES**			$ 5,205,616	
	VI OTHER FINANCING USES				
301	Other Uses of Funds *(provide detail)*	Varies	52XX		
302					
303	**TOTAL VI OTHER FINANCING SOURCES (USES)**			$ -	
FUND BALANCES					
304	**EXCESS (DEFICIENCY) OF REVENUE AND OTHER SOURCES OVER EXPENDITURES AND OTHER USES**			$ 1,962,744	

School Name __

Military Maritime Academy

Five Year Budget Plan

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	REVENUES							
	REVENUES FROM LOCAL SOURCES							
1	Local Per Pupil Aid		1XXX					
2	Earnings on Investments		15XX					
3	Food Service		16XX	$72,000 00	$144,000 00	$200,000 00	$210,000 00	$210 000 00
4	Community Service Activities		1800					
	Other Revenue From Local Sources							
5	Contributions and Donations		1920					
6	Books and Supplies Sold		1940					
7	Other Miscellaneous Revenues		199X					
8	Carry-Over Previous Year			$5,911,991 00	$1,922,275 00	$322,462 00	$25,903 00	$180,674 00
9								
10	TOTAL REVENUES FROM LOCAL SOURCES			$5,983,991 00	$2,066,275 00	$522,462 00	$235,903 00	$390,674 00
	REVENUE FROM STATE SOURCES							
	Unrestricted Grants-In-Aid							
11	State Per Pupil Aid		311X	$790,600 00	$1,581,200 00	$2,371,800 00	$3,162 400 00	$3 162,400 00
12	Other Unrestricted Revenues		3190					
	Restricted Grants-In-Aid							
13	Education Support Fund (8g)		3220	$5,000 00	$7,000 00	$10,000 00	$10,000 00	$10,000 00
14	PIP		3230					
15	Other Restricted Revenues		3290	$1,000 00	$1,200 00	$1,400 00	$1,400 00	$1,400 00
16	*(additional function codes may need to be added)*							
17	PCSP Start-up			$200,000 00	$200,000 00			
18	TOTAL REVENUE FROM STATE SOURCES			$996,600 00	$1,789,400 00	$2,383,200 00	$3,173,800 00	$3,173,800 00

Louisiana laws contain requirements for school district accounting By law, the Louisiana Accounting and Uniform Governmental Handbook (LAUGH) (Bulletin 1929) is the required accounting manual for local educational agencies This document can be accessed on the Department of Education's website at www louisianaschools net

School Name __

Military Maritime Academy

Five Year Budget Plan

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	REVENUE FROM FEDERAL SOURCES							
	Unrestricted Grants-In-Aid Direct From the Federal Gov't							
19	Impact Aid Fund		4110	$19,600 00	$27 000 00	$32,000 00	$32,000 00	$32,000 00
	Restricted Grants-In-Aid Direct From the Federal Gov't							
20	Other Restricted Grants - Direct		4390					
	Restricted Grants-In-Aid From Federal Gov't Thru State							
21	School Food Service		4515	$60,000 00	$90,000 00	$150 000 00	$120,000 00	$120,000 00
	Special Education							
22	IDEA - Part B		4531	$80,000 00	$90,000 00	$180,000 00	$180,000 00	$180,000 00
23	IDEA - Preschool		4532					
24	Other Special Education Programs		4535					
	No Child Left Behind (NCLB)							
25	Title I		4541	$25,200 00	$50,000 00	$100,000 00	$100,000 00	$100,000 00
26	Title I, Part C - Migrant		4542					
27	Title V - Innovative Education Programs		4543	$1,000 00	$1,000 00	$1,000 00	$1,000 00	$1,000 00
28	Title IV - Safe and Drug Free Schools / Comm		4544	$1 000 00	$1,000 00	$1,000 00	$1,000 00	$1 000 00
29	Title II - Teacher & Principal Training/Recruiting		4545	$1,000 00	$1,000 00	$1,000 00	$1,000 00	$1,000 00
30	Other IASA Programs		4546					
31	Other Restricted Grants through State		4590					
	Revenue For/On Behalf of the LEA							
32	Value of USDA Commodities		4920					
33	*(additional function codes may need to be added)*							
34								
35								
36	TOTAL REVENUE FROM FEDERAL SOURCES			$187,800 00	$260,000 00	$465,000 00	$435,000 00	$435,000 00
	Other Sources of Funds *(Provide Detail)*							
37			5XXX					
38								
39	TOTAL REVENUES AND OTHER SOURCES OF FUNDS			$7,168,391 00	$4 115,675 00	$3,370,662 00	$3,844,703 00	$3,999,474 00

School Name __

Military Maritime Academy

Five Year Budget Plan

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	EXPENDITURES							
	I INSTRUCTION							
	A Regular Programs - Elementary/Secondary							
	Salaries							
40	Teachers	112	1100	$200,000 00	$400,000 00	$600 000 00	$600,000 00	$600,000 00
41	Aides	115	1100	$80,000 00	$105,000 00	$125,000 00	$240,000 00	$240 000 00
42	Substitute Teachers and Aides	123	1100					
43	Purchased Professional and Technical Services	300	1100	$2,000 00	$5,000 00	$10,000 00	$40 000 00	$40,000 00
44	Repairs and Maintenance Services	430	1100	$10,000 00	$10,000 00	$5,000 00	$50,000 00	$50,000 00
45	Travel Expense Reimbursement	582	1100			$10,000 00	$10,000 00	$10,000 00
	Instructional Supplies							
46	Materials and Supplies (e g , printed report cards)	610	1100	$10,000 00	$20,000 00	$20,000 00	$20,000 00	$20 000 00
47	Textbooks/Workbooks	642	1100	$7,000 00	$26 000 00	$26,000 00	$32,000 00	$32,000 00
48	Equipment	730	1100		$20,500 00	$20,500 00	$20,500 00	$20,500 00
49	Miscellaneous Expenditures	890	1100					
50	Group Health Insurance	210	1100	$9,210 00	$18,420 00	20 420 00	20,420 00	20,420 00
51	Social Security	220	1100	$17,500 00	$31 562 50	$37,500 00	$37,500 00	$37,500 00
52	Medicare	225	1100	$4,060 00	$7,322 50	$8,700 00	$8,700 00	$8,700 00
53	Employer's Contribution to Retirement	23X	1100	$7,560 00	$15,200 00	$16,100 00	$16,100 00	$16,100 00
54	Unemployment Compensation	250	1100					
55	Workmen's Compensation	260	1100					
56	*(additional object codes may need to be added)*							
57								
58								
59								
60	**TOTAL A. Regular Program Expenditures**			$347,330 00	$659,005 00	$899,220 00	$1,095 220 00	$1,095,220 00

School Name __

Military Maritime Academy

Five Year Budget Plan

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	B Special Education Programs (Including Summer & Preschool) & Gifted/Talented Programs							
	Salaries							
61	Teachers	112	1210	$100,000 00	$100 000 00	$150,000 00	$200,000 00	$200,000 00
62	Therapists (OT,PT,Speech,etc)	113	1210	$60,000 00	$60,000 00	$60,000 00	$60,000 00	$60,000 00
63	Aides	115	1210					
64	Substitute Teachers and Aides	123	1210					
65	Purchased Professional and Technical Services	300	1210					
66	Repairs and Maintenance Services	430	1210					
67	Travel Expense Reimbursement	582	1210					
	Instructional Supplies							
68	Materials and Supplies	610	1210	$500 00	$500 00	$600 00	$1,200 00	$1,200 00
69	Textbooks/Workbooks	642	1210	$1,500 00	$1,500 00	$3,000 00	$5,000 00	$5,000 00
70	Equipment	730	1210					
71	Miscellaneous Expenditures	890	1210					
72	Group Health Insurance	210	1200	$9,200 00	$9 200 00	$11,400 00	$11 400 00	$11,400 00
73	Social Security	220	1200	$6,250 00	$6,250 00	$9,375 00	$12,500 00	$12,500 00
74	Medicare	225	1200	$1,450 00	$1,450 00	$2,175 00	$3,770 00	$3,770 00
75	Employer's Contribution to Retirement	23X	1200					
76	Unemployment Compensation	250	1200					
77	Workmen's Compensation	260	1200					
78	*(additional object codes may need to be added)*							
79								
80								
81								
82	**TOTAL B Special Education Programs**			$178 900 00	$178 900 00	$236,550 00	$293 870 00	$293,870 00

School Name __

Military Maritime Academy

Five Year Budget Plan

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	C Other Instructional Programs (Vocational Ed , Special Programs, Adult Ed. and Other Programs)							
	Salaries							
83	Teachers	112	Varies	$150,000 00	$150,000 00	$150,000 00	$150,000 00	$150 000 00
84	Aides	115	Varies	$20,000 00	$20,000 00	$20,000 00	$20,000 00	$20,000 00
85	Substitute Teachers and Aides	123	Varies					
86	Purchased Professional and Technical Services	300	Varies					
87	Repairs and Maintenance Services	430	Varies					
88	Travel Expense Reimbursement	582	Varies					
	Instructional Supplies							
89	Materials and Supplies	610	Varies					
90	Textbooks/Workbooks	642	Varies					
91	Furniture and Equipment	73X	Varies					
92	Miscellaneous Expenditures	890	Varies					
93	Group Health Insurance	210	Varies					
94	Social Security	220	Varies	$5,200 00	$5,200 00	$5 200 00	$5 200 00	$5 200 00
95	Medicare	225	Varies	$9,375 00	$9,375 00	$9,375 00	$9,375 00	$9,375 00
96	Employer's Contribution to Retirement	23X	Varies	$2,175 00	$2,175 00	$2 175 00	$2,175 00	$2,175 00
97	Unemployment Compensation	250	Varies					
98	Workmen's Compensation	260	Varies					
99	*(additional object codes may need to be added)*							
100								
101								
102								
103	**C. TOTAL Other Instructional Programs**			$186,750 00	$186,750 00	$186,750 00	$186,750 00	$186 750 00
104	**TOTAL I. INSTRUCTION**			$712,980 00	$1,024,655 00	$1,322,520 00	$1,575,840 00	$1,575 840 00

School Name ___

Military Maritime Academy

Five Year Budget Plan

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	II SUPPORT SERVICES PROGRAMS							
	A Pupil Support Services							
105	Child Welfare and Attendance Svcs (Supervisor/Secretarial)	Varies	21XX					
106	Guidance Services (Guidance Counselor)	Varies	21XX	$47,520 00	$47,520 00	$47,520 00	$47,520 00	$47,520 00
107	Health Services (Nurse)	Varies	21XX	$47,520 00	$47,520 00	$47 520 00	$47,520 00	$47,520 00
108	Pupil Assessment and Appraisal Services	Varies	21XX	$10,000 00	$10,000 00	$10,000 00	$10,000 00	$10,000 00
109	Group Health Insurance	210	21XX	$785 00	$785 00	$785 00	$785 00	$785 00
110	Social Security	220	21XX	$5,906 00	$5,906 00	$5,906 00	$5,906 00	$5 906 00
111	Medicare	225	21XX	$1,378 00	$1,378 00	$1,378 00	$1,378 00	$1,378 00
112	Employer's Contribution to Retirement	23X	21XX	$1,800 00	$1,800 00	$1,800 00	$1 800 00	$1,800 00
113	Unemployment Compensation	250	21XX					
114	Workmen's Compensation	260	21XX					
115	*(additional object codes may need to be added)*							
116								
117								
118	**TOTAL A Pupil Support Services**			$114,909 00	$114 909 00	$114,909 00	$114 909 00	$114,909 00
	B. Instructional Staff Services							
119	Salaries of Directors, Supervisors, Coordinators, ect	111	22XX					
120	Instruction and Curriculum Development Services	Varies	22XX					
121	Travel & Mileage Expense Reimbursement	58X	22XX					
122	Instructional Staff Training Services	Varies	2230					
123	School Library Services	Varies	22XX					
124	Group Health Insurance	210	22XX					
125	Social Security	220	22XX					
126	Medicare	225	22XX					
127	Employer's Contribution to Retirement	23X	22XX					
128	Unemployment Compensation	250	22XX					
129	Workmen's Compensation	260	22XX					
130	*(additional object codes may need to be added)*							
131								
132								
133	**TOTAL B Instructional Staff Services**			$0 00	$0 00	$0 00	$0 00	$0 00

School Name __

Military Maritime Academy

Five Year Budget Plan

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	C General Administration							
	Board of Directors							
134	Legal Services	332	23XX	$24,000 00	$24,000 00	$24,000 00	$24 000.00	$24,000 00
135	Purchased Professional and Technical Services	300	2311	$4,525 00	$4 525 00	$4,525 00	$4 525 00	$4,525 00
136	Audit Services	333	2311	$10,000 00	$10,000 00	$10,000 00	$10,000 00	$10,000 00
137	Insurance (Other than Emp Benefits)	52X	23XX	$7,000 00	$7,000 00	$7,000 00	$7 000 00	$7,000 00
138	Advertising	540	2311					
139	Travel/Mileage (Board of Directors)	730	23XX					
140	Dues and Fees	810	2311					
141	Judgements	820	2311					
142	*(additional object codes may need to be added)*							
143								
144								
145	TOTAL C General Administration			$45,525 00	$45 525 00	$45,525 00	$45,525 00	$45 525 00

School Name ___

Military Maritime Academy

Five Year Budget Plan

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	D. School Administration							
	Salaries							
146	Principals	111	2410	$196,000 00	$196,000 00	$196,000 00	$24,000 00	$24,000 00
147	Assistant Principals	111	2420	$78,000 00	$78,000 00	$78,000 00	$4,525 00	$4,525 00
148	Clerical/Secretarial	114	2400	$75,000 00	$75,000 00	$75,000 00	$10,000 00	$10,000 00
149	Purchased Professional and Technical Services	300	2400				$7,000 00	$7,000 00
150	Repairs and Maintenance Services	430	2400					
151	Rental of Equipment and Vehicles	442	2400					
152	Telephone and Postage	530	2400	$25,000 00	$25,000 00	$25,000 00		
153	Travel Expense Reimbursement	582	2400		$2,000 00	$2,000 00		
154	Materials and Supplies	610	2400					
155	Furniture and Equipment	73X	2400	$10,000 00	$10,000 00	$0 00	$0 00	$0 00
156	Dues and Fees (Southern Association, etc)	810	2400					
157	Miscellaneous Expenditures	890	2400					
158	Group Health Insurance	210	24XX	$1,413 00	$1,413 00	$1,413 00	$1,413 00	$1,413 00
159	Social Security	220	24XX	$12,250 00	$12,250 00	$12,250 00	$12,250 00	$12,250 00
160	Medicare	225	24XX	$2,842 00	$2,842 00	$2,842 00	$2,842 00	$2,842 00
161	Employer's Contribution to Retirement	23X	24XX	$2,160 00	$2,160 00	$2,160 00	$2 160 00	$2,160 00
162	Unemployment Compensation	250	24XX					
163	Workmen's Compensation	260	24XX					
164	*(additional object codes may need to be added)*							
165								
166								
167	**TOTAL D School Administration**			$402,665 00	$404,665 00	$394,665 00	$64,190 00	$64,190 00

School Name __

Military Maritime Academy

Five Year Budget Plan

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	E Business Services							
	90 Fiscal Services (Internal Auditing, Budgeting, Payroll, Financial and Property Accounting, etc)							
168	Salaries	11X	25XX	$147,000 00	$147,000 00	$190 000 00	$190 000 00	$190 000 00
169	Purchased Professional and Technical Services	300	2510			$15,000 00	$15,000 00	$15,000 00
170	Technical Services (Bank Charges)	340	2510					
171	Repairs and Maintenance Services	430	2510					
172	Rental of Equipment and Vehicles	442	2510					
173	Postage	530	2510					
174	Advertising	540	2510					
175	Travel Expense Reimbursement	582	2510			$5,000 00	$5,000 00	$5,000 00
176	Materials and Supplies	610	2510					
177	Equipment	730	2510					
178	Interest (short-term loans)	830	2513					
179	Miscellaneous Expenditures	890	2510					
180	Group Health Insurance	210	25XX	$1,250 00	$1,250 00	$6,650 00	$6,650 00	$6 650 00
181	Social Security	220	25XX	$9,187 00	$9,187 00	$19,000 00	$19 000 00	$19 000 00
182	Medicare	225	25XX	$2,132 00	$2,132 00	$11,875 00	$11 875 00	$11,875 00
183	Employer's Contribution to Retirement	23X	25XX	$2,160 00	$2,160 00	$2,755 00	$2,755 00	$2,755 00
184	Unemployment Compensation	250	25XX					
185	Workmen's Compensation	260	25XX					
186								
187								
188	TOTAL E Business Services			$161,729 00	$161,729 00	$250,280 00	$250,280 00	$250,280 00

School Name __

Military Maritime Academy

Five Year Budget Plan

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	F Operation and Maintenance of Plant Services							
189	*Salaries (Custodians, Security Crossing Patrol)*	11X	26XX	$70,000 00	$90,000 00	$110,000 00	$160 000 00	$160,000 00
190	Purchased Professional and Technical Services	300	2600					
191	Rental of Equipment and Vehicles	442	2640					
192	Rental of Land	441	2600					
193	*Materials and Supplies*	610	2600	$80,000 00	$80,000 00	$90,000 00	$100,000 00	$100,000 00
194	Gasoline	626	2600					
195	Equipment	730	2600					
196	Miscellaneous Expenditures	890	2600					
	Operating Buildings							
197	Building Rental/Lease	441	2620					
198	Water/Sewage	411	2620					
199	Disposal Services	421	2620					
200	Custodial Services	423	2620					
201	Repairs and Maintenance Services	430	2620	$10,000 00	$10,000 00	$10,000 00	$10,000 00	$10 000 00
202	Property Insurance	522	2620					
203	Telephone	530	2620					
204	Natural Gas and Electricity	62X	2620					
205	Care and Upkeep of Grounds	4XX	2630					
206	Care and Upkeep of Equipment	4XX	2640					
207	Vehicle Operation and Maintenance	Varies	26XX					
208	Group Health Insurance	210	26XX	$16,956 00	16956 00	$26,306 00	$26,306 00	$26,306 00
209	Social Security	220	26XX	$4,375.00	$5,625 00	$6,875 00	$10,000 00	$10,000 00
210	Medicare	225	26XX	$1,015 00	$1,305 00	$1,595 00	$2,320 00	$2,320 00
211	Employer's Contribution to Retirement	23X	26XX					
212	Unemployment Compensation	250	26XX					
213	*Workmen's Compensation*	260	26XX					
214	*(additional object codes may need to be added)*							
215								
216								
217	***TOTAL F Operation & Maintenance of Plant Services***			$182 346 00	$203,886 00	$244,776 00	$308,626 00	$308,626 00

School Name __

Military Maritime Academy

Five Year Budget Plan

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	G. Student Transportation Services							
218	Purchased Professional and Technical Services	3XX	27XX					
	Regular Transportation Services							
219	Salaries *(Bus Driver & Substitutes)*	11X	27XX					
220	Repairs and Maintenance Services	430	2721					
221	Payments in Lieu of Transportation	519	2721					
222	Fleet Insurance	523	2721					
223	Materials and Supplies	610	2721					
224	Gasoline/Diesel	626	2721					
225	Equipment	730	2721					
226	Miscellaneous Expenditures	890	2721	$200,000 00	$250,000 00	$250,000 00	$250,000 00	$250,000 00
227	Group Health Insurance	210	27XX					
228	Social Security	220	27XX					
229	Medicare	225	27XX					
230	Employer's Contribution to Retirement	23X	27XX					
231	Unemployment Compensation	250	27XX					
232	Workmen's Compensation	260	27XX					
233	*(additional object codes may need to be added)*							
234								
235								
236	**TOTAL G Student Transportation Services**			$200,000 00	$250,000 00	$250,000 00	$250 000 00	$250,000 00

School Name ____

Military Maritime Academy

Five Year Budget Plan

	Description	Object Code	Funded on Code	Year 1	Year 2	Year 3	Year 4	Year 5
	H Central Services							
	Planning, Research, Development, and Evaluation Svcs							
237	Purchased Professional and Technical Services	300	28XX					
238	Fingerprinting and Background Check	339	2830				$2,100 00	$2,100 00
239	Advertising	540	2830					
240	Data Processing Services	Varies	28XX					
241	Group Health Insurance	210	28XX					
242	Social Security	220	28XX					
243	Medicare	225	28XX					
244	Employer's Contribution to Retirement	23X	28XX					
245	Unemployment Compensation	250	28XX					
246	Workmen's Compensation	260	28XX					
247								
248								
249	**TOTAL H Central Services**			$0 00	$0 00	$0 00	$2,100 00	$2 100 00
250	**TOTAL II SUPPORT SERVICE EXPENDITURES**			$1,107 174 00	$1,180,714 00	$1,300,155 00	$1 035,630 00	$1,035,630 00

School Name __

Military Maritime Academy

Five Year Budget Plan

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	III OPERATION OF NON-INSTRUCTIONAL SERVICES							
	A. Food Service Operations							
251	*Salaries*	11X	3100	$60,000 00	$80 000 00	$100,000 00	$100,000 00	$100,000 00
252	Purchased Property Services	4XX	3100					
253	Food Service Management	570	3100					
254	Travel Reimbursement & Mileage	58X	3100					
255	Materials and Supplies	610	3100					
256	Energy (Gas, Electricity, etc.)	620	3100					
257	Technical Services	340	3100					
258	*Food (Purchased & Commodities)*	63X	3100	$300,000 00	$500,000 00	$600,000 00	$600,000 00	$600,000 00
259	Telephone and Postage	530	3100					
260	Equipment	730	3100					
261	Group Health Insurance	210	31XX	$842 00	$1,684 00	$4,384 00	$4,384 00	$4,384 00
262	*Social Security*	220	31XX	$3,750 00	$5,000 00	$6,250 00	$6,250 00	$6,250 00
263	Medicare	225	31XX	$870 00	$1,160 00	$1,450 00	$1,450 00	$1,450 00
264	Employer's Contribution to Retirement	23X	31XX					
265	Unemployment Compensation	250	31XX					
266	Workmen's Compensation	260	31XX					
267	*(additional object codes may need to be added)*							
268								
269								
270	**TOTAL A Food Service Operations**			$365 462 00	$587,844 00	$712,084 00	$712 084 00	*$712,084 00*

School Name __

Military Maritime Academy

Five Year Budget Plan

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	B. Community Service Operations (e g 4-H programs)							
271	Salaries	11X	33XX					
272	Materials and Supplies	610	3300					
273	Group Health Insurance	210	33XX					
274	Social Security	220	33XX					
275	Medicare	225	33XX					
276	Employer's Contribution to Retirement	23X	33XX					
277	Unemployment Compensation	250	33XX					
278	Workmen's Compensation	260	33XX					
279	*(additional object codes may need to be added)*							
280								
281	**TOTAL B. Community Service Operations**			$0 00	$0 00	$0 00	$0 00	$0 00
282	**TOTAL III. OPERATION OF NON-INSTRUCTIONAL SERVICE EXPENDITURES**			$365,462 00	$587,844 00	$712,084 00	$712,084 00	$712 084 00
	IV FACILITY ACQUISITION AND CONSTRUCTION SVCS							
283	Architect/Engineering Services	334	4300					
284	Construction Services	450	4500					
285	Building Improvements - Renovate/Remodel	450	4600	$3,000,000 00	$1,000,000 00			
286	Equipment	730	4500					
287	Repairs and Maintenance Services	430	4000	$20,000 00		$10,000 00	$10,000 00	$10,000 00
288	*(additional object codes may need to be added)*							
289								
290								
291	**TOTAL IV FACILITY ACQUISITION AND CONSTRUCTION SERVICE EXPENDITURES**			$3,020,000 00	$1,000,000 00	$10,000 00	$10,000 00	$10,000 00

School Name __

Military Maritime Academy

Five Year Budget Plan

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	V DEBT SERVICE							
292	Debt Service							
293	Banking Services	340	5100					
294	Interest (long-term)	830	5100					
295	Redemption of Principal	910	5100					
296	Miscellaneous Expenditures	890	5100					
297	*(additional object codes may need to be added)*							
298								
299								
300	**TOTAL V DEBT SERVICE**			$0 00	$0 00	$0 00	$0 00	$0 00
	TOTAL I - V ALL EXPENDITURES			$5,205,616 00	$3,793,213 00	$3,344,759 00	$3,333 554 00	$3,333,554 00
	VI. OTHER FINANCING USES							
301	Other Uses of Funds *(provide detail)*	Varies	52XX					
302								
303	**TOTAL VI OTHER FINANCING SOURCES (USES)**			$0 00	$0 00	$0 00	$0 00	$0 00
	FUND BALANCES							
304	EXCESS (DEFICIENCY) OF REVENUE AND OTHER SOURCES OVER EXPENDITURES AND OTHER USES			$1,962,775 00	$322 462 00	$25,903 00	$511 149 00	$665,920 00

Budget Assumptions

- $7906 per student in State Funding
    - Did not increase this over five year period
- Average of $50,000 per teacher
    - Did not increase this over five year period
- Average of $20,000 for aides, custodians, clerical, cafeteria, etc.
    - Did not increase this over five year period
- Classroom fitting with furniture: $7000 00 per room
- Consumables per year per student: $65.00
- Core Textbooks: $65.00 each
- Utilities $2000.00 per month
- SMARTBoards = $3800 00 each
- ELMOs = $650 each
- 30 computers with keyboard, monitor, mouse, processor = $24,000 00
- School Web Page = $1500 00 per year
- 401K maximum employer contribution = $75.00 per month (usually less)
- Medical Benefits Employer Share ranges from $68 per month (TriCare Supplement only), $225 per month (Employee only), $471 per month (employee plus family)
- $5,050,000 in renovation costs